



1912

STOUT ANNUAL 1912



STOUT TRAINING SCHOOL
DESTROYED BY FIRE
FEB. 2, 1897



THE STOUT INSTITUTE

Stout Annual

1912

V O L U M E I V



PUBLISHED BY THE
SENIOR CLASS OF THE STOUT INSTITUTE
MENOMONIE, WIS.



Dedication

To Wm. H. Patton, State Senator,
in appreciation of his efforts in
behalf of this institution and
in recognition of his interest
in industrial education, this
volume is respectfully
dedicated by the
Class of 1912

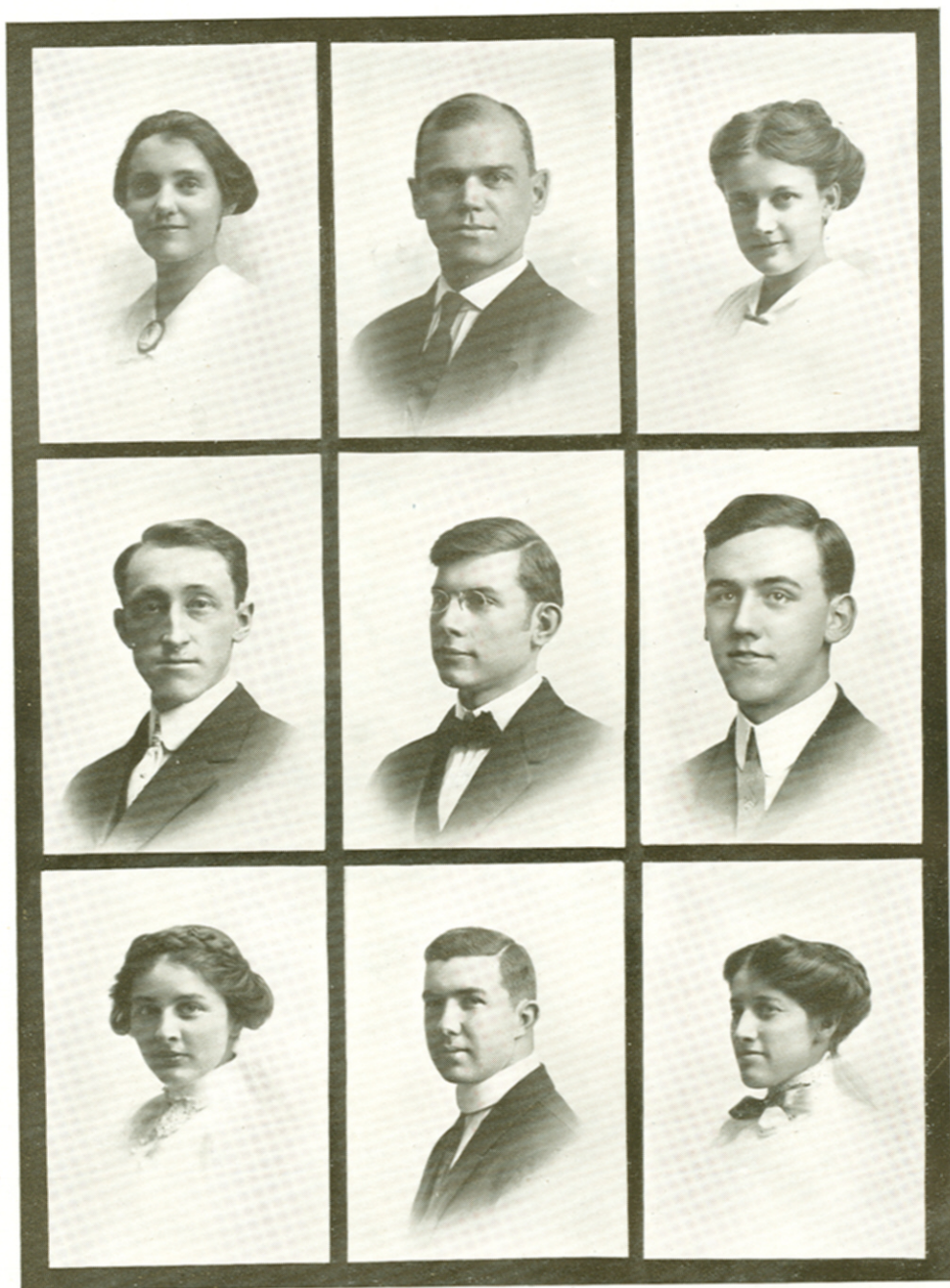


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Greetings:

To over a half thousand alumni; to the present student body and faculty;—to the friends of Stout; and to every reader of this book we extend our hearty greetings and present the story of Stout life 1911-'12



1912 ANNUAL BOARD

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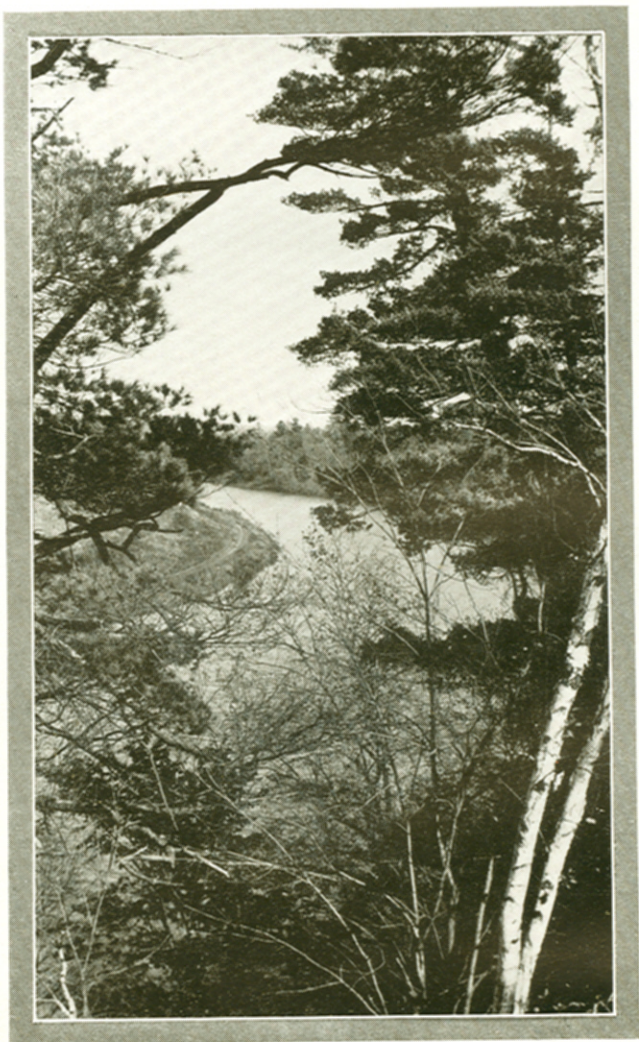
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A VIEW OF RED CEDAR RIVER

FACULTY



Lorenzo in his German Garden







LORENZO D. HARVEY

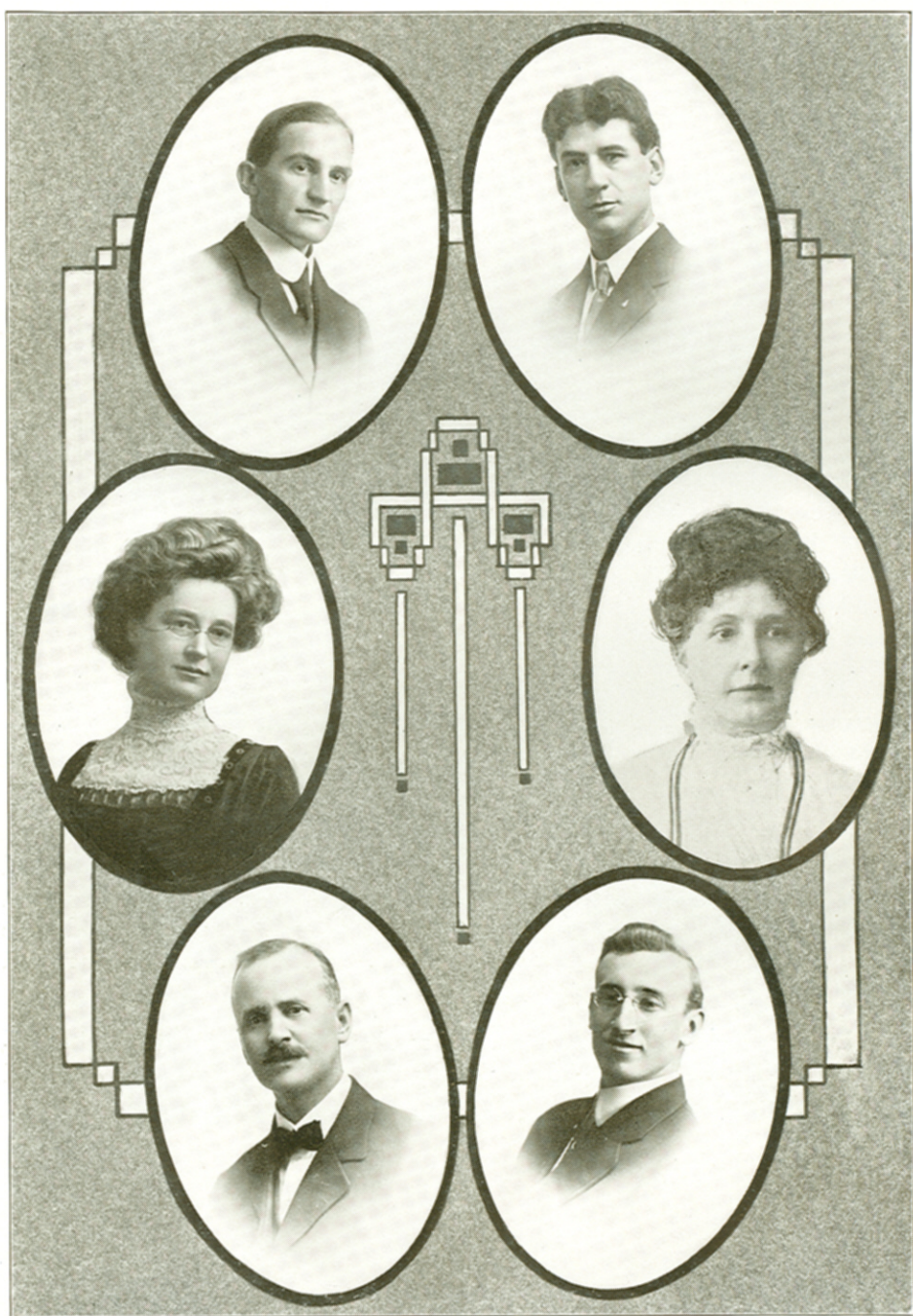
A. M.; PH. D.

PRESIDENT HARVEY started his career as a teacher in the district schools, leading to positions in village graded schools, private schools and high schools. He has held positions as city superintendent of schools, and as a member of two boards of education in cities of this state. For a time, he conducted institute work, and taught economics and civics in the Oshkosh Normal School. After holding the position of president of the Milwaukee State Normal School, he became the state superintendent for four years. From that time, he has been president of the Stout Training Schools and The Stout Institute.

The Wisconsin State Legislature appointed him as a commissioner to investigate and report on industrial education in the rural communities. He was made committee chairman to investigate and report to the National Council of Education on the same subject. The report was finished and submitted in 1905.

Mr. Harvey has held several positions of responsibility in local, state, and national educational associations, having been president of the Wisconsin Teachers' Association, twice president of the Library Department, and once of the Department of Superintendence of the National Education Association and president of the entire Association.

During the past thirteen years, he has given special attention to the subject of industrial education in its many phases and has lectured upon this and other educational subjects in most of the states of the Union.



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GRACE FISHER attended the University of Michigan, 1900-01, at the same time completing the University entrance requirement in language in the Ann Arbor High School. She received the degree B.S. with major in domestic science 1904, from the Utah Agricultural College. In 1907-08 she attended Teacher's College, Columbia University, completing the requirement in education and language for the bachelor's degree from that institution and pursuing work toward her master degree with major in nutrition. She received the degree B.S. with Bachelor's Diploma for teaching Domestic Science from Teacher's College in June 1908. In the year 1904-05 she took a position as instructor in English and History in the preparatory department of the Utah Agricultural College and in 1905-07 that of instructor in domestic science in the Utah Agricultural College. She was the supervisor of domestic science in Throop Institute, Pasadena, California, 1908-09, and the following year came to Stout Institute as Director of the Domestic Economy Department.

MRS. JOSEPHINE HOBBS studied in the Cook County, Ill., Normal School, Summer Sessions, 1894-97; in the Y. W. C. A. School of Domestic Science, Boston, Mass., 1906-07. She was a teacher in the public schools of Dubuque, 1898-1906. In 1907 she became supervisor of domestic science and matron, Moore Street Neighborhood Houses, Cambridge, Mass. The next year she held the position of principal in the Y. W. C. A. training school for household service in Boston. She came to Stout Institute in 1909 as Director of the Home Makers Department.

GEORGE FRED BUXTON was graduated from the high school at Portland, Maine in 1896, and from Pratt Institute, Brooklyn, 1899. Began teaching wood carving in the summer school of New York City in 1899. Taught woodworking in the high school at Newark, N. J., from 1899 to 1901, handling an elementary class in a private school and taking special studies at Columbia University at the same time. Taught elementary drawing and woodworking in the Walker Manual Training School at Portland, Maine from 1901 to 1903. Studied at Teacher's College of Columbia University during the year 1903-04, taking the Bachelors Diploma in Manual Training; during this year teaching manual training at Yonkers, New York. Taught mechanical drawing and mathematics in the high school at Springfield, Mass. during the year 1904-05. Took charge of the manual training department of the Stout Training Schools (now Stout Institute) in September 1905. Studied at the University of Wisconsin during the summer session of 1908 and received the degree of B.S. from Teachers College the following fall. Taught manual training classes at Ohio State University during the summer sessions of 1909 and 1910. Director of Stout Institute Summer Sessions since 1906.

O. C. MAUTHE, graduate of Normal School of North American Gymnastic Union, Milwaukee, Wis., 1895. Has been Physical Director in german gymnastic associations in Milwaukee, Wis., Minneapolis, Minn., and Dayton, Ohio, 1895-1903, and Athletic Association, Shreveport, La., 1903-09. Supervisor of Vacation Playgrounds in Dayton, Ohio and Shreveport, La., 1906. Special Instructor of general gymnastics at Harvard Summer School, Cambridge, Mass., 1897-98, 1902-03. At the present time he is instructor of gymnastic dancing Y. M. C. A. Summer School, Lake Geneva, Wis., (1910-12); Physical Director, Stout Gymnasium, Menomonie Public Schools, and Dunn County Normal School, Menomonie, Wis., (1909-12).

H. W. JIMERSON received his early education in the grade and high schools of Geneva, N. Y. In 1881 he entered the plumbing trade as an apprentice; in 1884, he moved to Minneapolis, Minn., working as a journeyman until 1889, when he started in business for himself. In 1903 he left his business to become salesman of wholesale plumbing supplies. In 1904 he founded the Minneapolis School of Plumbing and Heating, which became a part of the Stout Institute in 1908, with Mr. Jimeron as its director which position he still holds. In 1909 he took a Mechanical Drawing Course in the Stout Summer School.

WILLIAM T. GOHN was graduated from the Wrightsville high school, Wrightsville, Pennsylvania in 1906. He was a student at the Williamson School of Trades in the Masonry Construction Department from 1906-10. During the year of 1910-11 he was journeyman for the Adams and Gerhart Company; partner with Mr. Adams; foreman for the Mawbroy, Erwin, Company, in Philadelphia. He has been Director of the Bricklaying Department of The Stout Institute the last year.





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HATTIE R. DAHLBERG taught in the Viroqua public schools in 1907 and 1908. The next year she taught in the Antigo public schools and then the year following she was an instructor in the Marathon County School of Agriculture, at Wausau. In 1910 she came to Stout Institute and has been an instructor in cooking and sewing.

ELIZABETH ANNIS LATHRUP was graduated from the School of Domestic Science, of Boston, Mass., in 1905. From 1905 to 1908 she was an instructor of Domestic Art in the Atlanta University and from 1908 to 1910 in the Teacher's College of Columbia University. In 1910 she came to Stout Institute as instructor in Domestic Art.

CLARA BOUGHTON was graduated from the Milwaukee Normal School in 1893. She taught in the grades of the Manitowoc public schools from 1893 to 1902. Then she held a position in the high school from that time until 1909. She was graduated from Stout Institute with the class of 1910. From 1910 to 1912 she was supervisor of Domestic Science in the Racine public schools. She came back to us this year.

MURIEL I. SPELLER was graduated from Pratt Institute in 1905. She was instructor in Domestic Art in the MacDonald Institute, Guleph, Canada, in 1905-06. She then taught in the Technical High School, Springfield, Mass., from 1907 to 1910. She secured the degree of B. S. from Teacher's College, Columbia University, in 1911. This is her first year in Stout Institute.

C. LOUISE WILLIAMS studied in Stanstead College in the year 1902-03. She received the degree of A. B. from McGill University in 1907, and the degree of A. D. from the McGill Normal School in the same year. She was instructor in classics and science in Dunham College from 1907 to 1909. She secured the Master's diploma for teaching Biological Science from Teacher's College and received the degree of A. M. from Columbia University in 1911. She came to Stout Institute last fall.

ANNA McMILLAN is a graduate of Stevens Point Normal, class of 1899. She taught in the public schools from 1899 to 1905. She was graduated from Stout Training Schools in 1908, and started teaching Domestic Science in Stevens Point Normal School during the same year. She has been an instructor of Domestic Art at The Stout Institute since 1909.

RUTH MARY PHILLIPS was graduated from the University of Wisconsin in 1904, and has attended summer sessions in 1905 and 1907 and one semester in 1905-06. She taught in the high schools at Lodi, 1904-05, and Black River Falls from 1906 to 1910, when she came to the Menomonie High School and Stout Institute. She taught only in Stout Institute this year.

GRACE R. DARLING was graduated from the Latin and Scientific course of the University of Michigan. Taught for six years in the Wisconsin State Normal School at Oshkosh as head of the department of History and Literature. Resigned this position to take a post graduate course at Teacher's College in New York City. Returned to Oshkosh for one year to accept the position of director of Library Readings and of instructor in English in the State Normal School. Accepted the position of head of the department of History in the State Normal School at Milwaukee. At the close of seven year's service there, studied library methods in the State Library School at Madison. The next year accepted the position of lecturer in the Wisconsin Library School and also catalogued and classified the reference library of Stout Institute. In September, 1908, accepted the position of instructor in Home and Social Economics and in English in Stout Institute.





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WILHELMINA H. SPOHR, given the freedom of her father's farm, was a Food Study enthusiast long before her attempt to interest Stout students along that line. Her mother's kitchen was the laboratory where practical problems in cooking were demonstrated long before scientific reasons were understood. The care of the farm house afforded many experiences in various ways which later served as illustrations in Household Management recitations. Her school experiences began in a little red frame school house where she learned to read and write and spell and to revere the teacher. The last five years of her school life have been spent in a big red brick schoolhouse where she has had abundant opportunity to get even with mankind—mostly womankind—and where she has tried to pass on what life has given her. Before taking up her work at Stout, Miss Spohr was graduated from the Kansas State Agricultural College and from Stout Manual Training School. Her teaching experience extends through the various grades, High School, and Normal School.

MISS MAC DONALD spent her childhood days in Ohio and attended the public schools. She completed her preparation for entrance to the University at the Ann Arbor High School. She was graduated from the University of Michigan, receiving the degree of A. B. and for several years was a high school instructor, teaching Latin and other subjects. Catching the spirit of the newer education, she took up the study of the Household Arts at Teacher's College, Columbia University. After graduation from that institution, she was for three years head of the Domestic Science Department of the Michigan Agricultural College. This completes her second year as Critic Teacher at The Stout Institute.

DAISY ALICE KUGEL was born in Sandusky, Ohio. She attended the public school in her native town and was graduated from the high school. After leaving high school, she went to the University of Michigan, graduating with A. B. degree four years later, 1900. The next year, she began her pedagogical work, teaching in North Carolina. A number of years following, she taught in her home city. In 1908 she went to Teacher's College, Columbia University, taking B. S. degree in Domestic Science at the end of the year. In September, 1909, she began teaching in The Stout Institute and has remained here for three years.

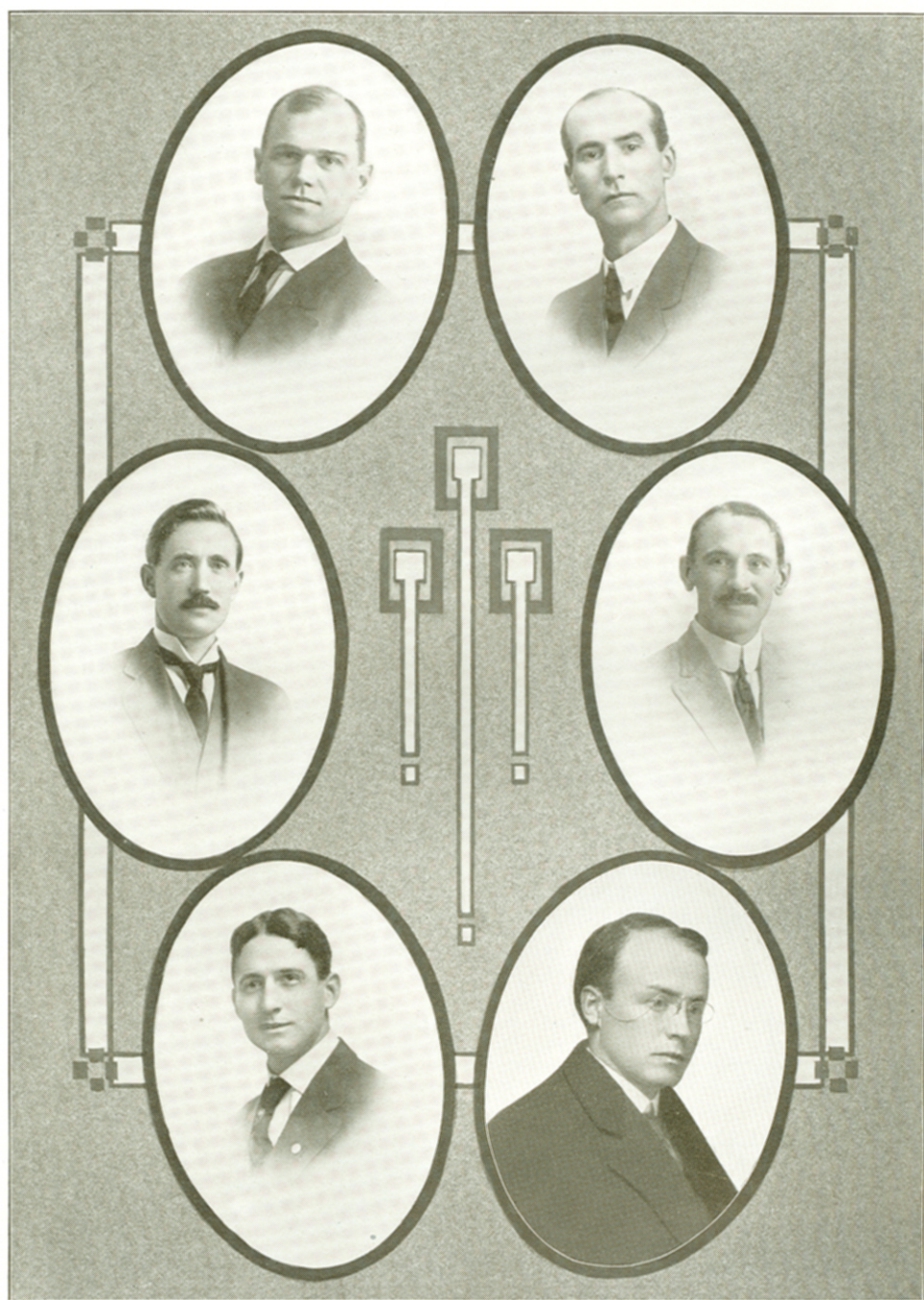
MABEL H. LEEDOM was graduated from the City Normal School of Dayton, Ohio, in 1894. The next ten years she was a teacher in the public schools of that city. In 1910 she was graduated from Stout Institute. She has been with us the last two years as an instructor in Chemistry and Biology.

KATE MURPHY was graduated from the St. Louis School of Fine Arts in 1889. The next year she was Director of the Art Department, Elmwood Normal School, Farmington, Mo. The next two years she spent in New York City studying in the New York School of Technical Design and other studios. She became teacher of drawing in the public schools of Chicago, 1893-94. The next year she came to Menomonie as director of art in the public schools and Stout Training School. She continued in this work until 1907, when she went to Europe to study in art schools. She returned in 1908 and took her present position in Stout Institute.

ALMA H. KRUGER was graduated from the Madison, Wisconsin, High School and later took up gymnastic work. She completed a course in physical training at the Normal College of the North American Gymnastic Union at Indianapolis, Indiana. She has been our Assistant Physical Training Director since last fall.

CLARA MAY FEENEY was graduated from the Ohio State Normal College in 1907, and attended the Miami University during the year of 1908. She taught in the public schools from 1908 to 1910 and taught in Columbia University Teacher's College in 1911. She came to The Stout Institute in 1911 as an instructor in Domestic Science.

GRACE M. DOW was graduated from the St. Paul High School and in 1896 she was graduated from the St. Paul Teachers' Training School. She taught in public schools for two years. She has lived in New York City for ten years. In 1911, she was graduated from Stout Institute and this year she became one of our instructors and preceptress of the dormitory.





WILLIAM TAKO ELIZINA was born in the Netherlands, the son of a school teacher. He received his early education in the Amsterdam high school, where he was also apprenticed as an instrument maker. After a year's experience as an engineer and erector with the Dutch South African Railroad Company, in the Transvaal, he came to America, where he worked for eleven years as machinist, tool maker, model maker, erector and metal pattern maker, with a number of the prominent engineering and manufacturing concerns. He studied mechanical engineering with the I. C. S. of Scranton, Pa.; mechanical drawing, machine design and mathematics in the Mechanic's Institute, New York City; psychology, anthropology, sociology with Doctor Drurer and J. H. Ward, of Denver, Colo. He was instructor in forge and foundry practice in the Pennsylvania State College, 1903-04; in the Colorado State College, 1904-08; instructor in pattern making, forge and foundry practice, hammered metal work, and wood turning in the Stout Institute since 1908. He has taught in the Stout Summer Sessions for the past four years.

FOSTER F. HILLIX is a graduate of the Florence, Colorado high school. He served as an apprentice in the Florence Iron Works, following with journeyman work in the western states. He was employed as a draftsman with Portland Cement Company, of Portland, Colo., and also was assistant superintendent of the Meier Construction Company, of Denver, Colo. In 1904 he became a special student and student tutor at the Purdue University. From 1904 to 1909 he was instructor of machine shop work in the same university. In 1910 he became instructor in the same subject in the Evansville Indiana high school. Last fall he came to Stout Institute as instructor in machine shop practice.

LOUIS F. OLSON was born in Dunn County, Wisconsin, and received his early education in the Menomonie public schools. He was a draftsman on gasoline engines and electrical machinery work, 1902 to 1904. He was graduated from the Stout Training Schools in 1906; took post graduate course and assisted in mechanical drawing in the Stout Training Schools, 1906-07; instructor in forging and mechanical drawing at Stout Institute, 1907-08. Supervisor of manual training at Madison, Wisconsin, 1908-11; taught mechanical drawing at State Manual Training Normal School, Pittsburg, Kans., during summer session of 1909; taught wood working and mechanical drawing at Stout Institute during the summer sessions of 1910 and 1911. Mr. Olson followed the carpentry trade during part of the summer of 1910 and did some building contracting during the summer of 1911.

FRED L. CURRAN received his early education in the country schools of Marquette County, Wisconsin, and also in private study, in preparation for teaching. He received a certificate from the Stevens Point Normal School in 1905, and a diploma from the Stout Institute in 1908. He attended Bradley Polytechnic Institute during the summer sessions of 1908-09. He has had experience as a teacher in the Marquette County schools during the years of 1901-04, 1908-09. He has also done practical work in agriculture. During the years of 1905 to 1907 he was principal of the State Graded School at Bundy, Wis. Since 1908 he has been an instructor and supervisor in the Stout Institute.

GEORGE G. PRICE was graduated from the high school of Oakfield, Wis., 1899; from the English Scientific Course of the Oshkosh State Normal school, 1904, having done one year of extra work in German and manual training. In the fall of 1904 he became principal of the Lincoln School at Iron Mountain, Michigan. He attended Stout Institute one year, 1907-08, making up the remainder of his credits by doing summer school work. He was graduated in the summer session of 1909. In the fall of 1908 he became director of manual training in the high school of Fond du Lac, Wisconsin. The next year he became principal of the Lincoln School of Wausau, Wisconsin. Mr. Price has attended the following institutions during the summers: University of Chicago, 1903; Stout Institute, 1907, 1908, and 1909; Bradley Institute, 1908; University of Wisconsin, 1909, 1911; Armour Institute, 1910. He has been with us for two years as instructor of Mechanical Drawing.

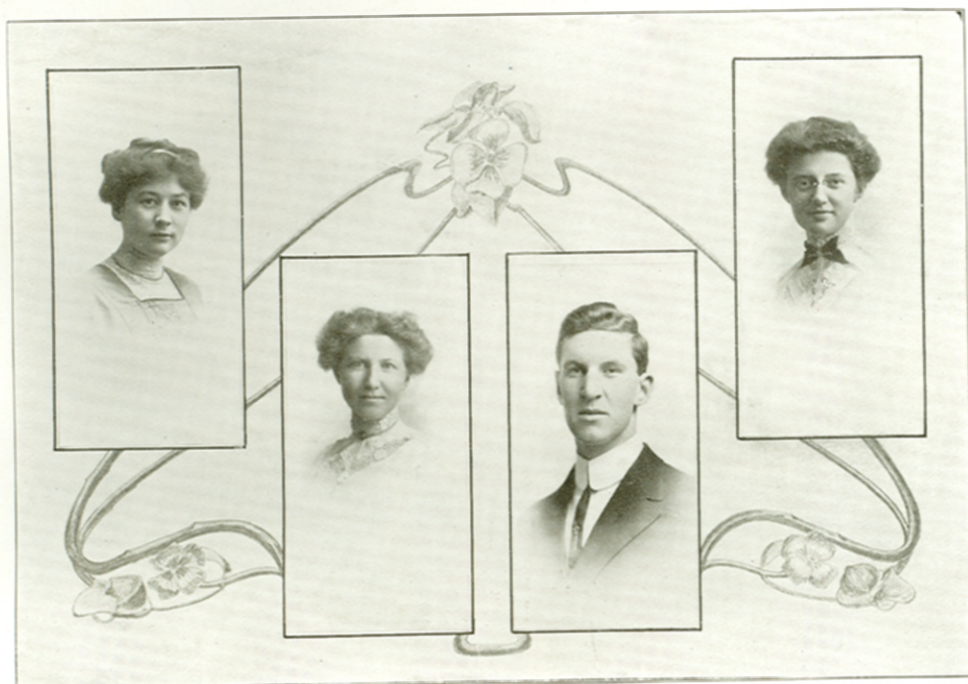
THOMAS R. MOYLE, was graduated from the Lawrence College in 1899, receiving the degree A. B. He has taught in various high schools in the state for eight years. He took graduate work in chemistry at the Chicago University in the Summer Quarter of 1908 and in the years of 1909 and 1910 and was awarded the degree of M. A. During the fall of 1910 he came to Menomonie to teach science in the high school. This year he has been with us teaching chemistry in the Domestic Science Department.

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OFFICERS OF ADMINISTRATION

- Emma Olson - - - - - Cashier 1910
Monroe, Wis., Business College
- P. F. Gray - - - - - Purchasing Agent 1912
University of Illinois
- Mabel L. Kalmback - - Registrar; Appointment Secretary 1911
Chicago Athenian Business College 1904
University of Wisconsin, A. B. 1909
- Adalin M. Wright - - - - - Secretary 1909
Rockford College, Rockford, Ill.
- Katherine A. Hahn - - - - - Librarian 1909
Library School of Wisconsin University 1909
Summer Quarter, Wisconsin University 1909
- Ebba H. Nesseth - - - - - Clerk 1910
Practical Business Experience



SENIOR CLASS OFFICERS

President	- - - - -	Eda Lord Murphy
Vice-President	- - - - -	Karl H. Patrick
Secretary	- - - - -	Helen Hoag
Treasurer	- - - - -	Margaret Farnam



DOMESTIC SCIENCE SENIORS

ALLEN, INEZ T.

Waukesha, Wis.

Whose marble brow is marred only by chemistry wrinkles.

AMUNDSON, MATHILDA

Rice Lake, Wis.

R. L. H. S., School Teacher

A mighty fine girl, full of kindliness, and always willing to do favors for anyone.

ANDEREGG, GERTRUDE E.

Algoma, Wis.

She has no time to sport away the hours
All must be in earnest, in a world like ours.

ANDERSON, GLADYS

Marinette, Wis.

She'll make a Hunt for it whatever it is!

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ANDREW, MARY

Glencoe, Ill.

A harmonious discord.

ARCHIBALD, ESTHER

Ashland, Wis.

This girl who is awfully jolly
And prefers the mistletoe to holly
Is our own Esther
Who's really a jester
Altho she's not given to jolly.

AUSTIN, FLORENCE C. Merriam Park, Minn.

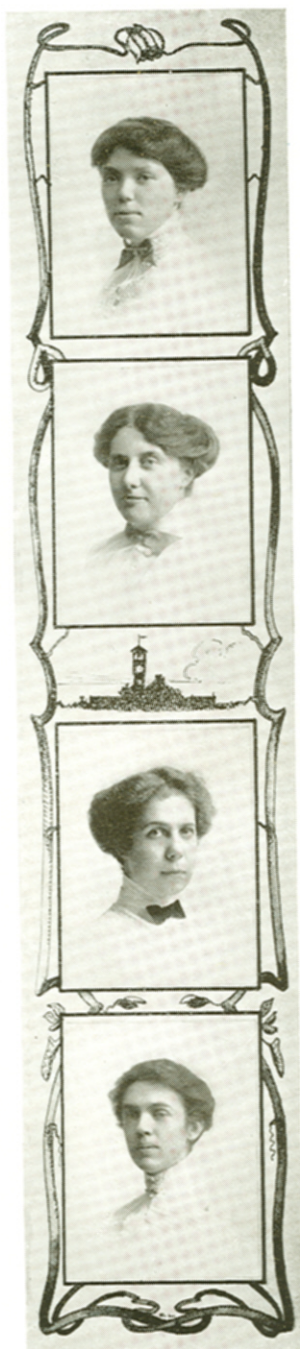
There is nane again sae bonnie.

BAILEY, BETH

Menomonie, Wis.

Annual Play

She is a woman who does her own thin ring.





BAKER, HAZEL

Viroqua, Wis.

Little Miss Innocence.

BAKER, VERA

Kasson, Minn.

K. H. S.

Rich in saving common sense,
And as the greatest only are,
In her simplicity divine.

BALCOM, CALLIE

Eau Claire, Wis.

There was a maid from Eau Claire
Who of eyes had a beautiful pair.
But one thing I know
She never did throw
A glance at a man (except one). Wouldn't dare!

BARNETT, MARGARET

Neenah, Wis.

Y. W. C. A.

The Parisian Model from Neenah.

BARRAGAR, ESTELLA

Sheboygan Falls, Wis.

Always cheery.

BECK, CATHERINE

Two Harbors, Minn.

Thru these glasses the world looks striped
blue and white.

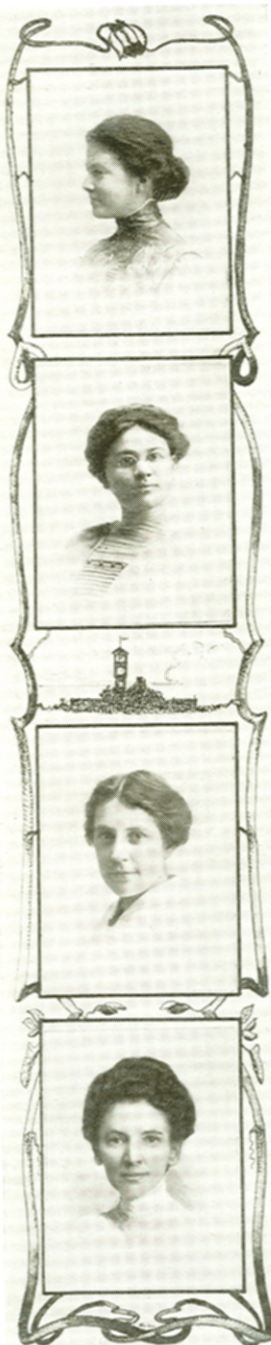
BELAND, MARY LOUISE Two Harbors, Minn.
T. H. H. S.

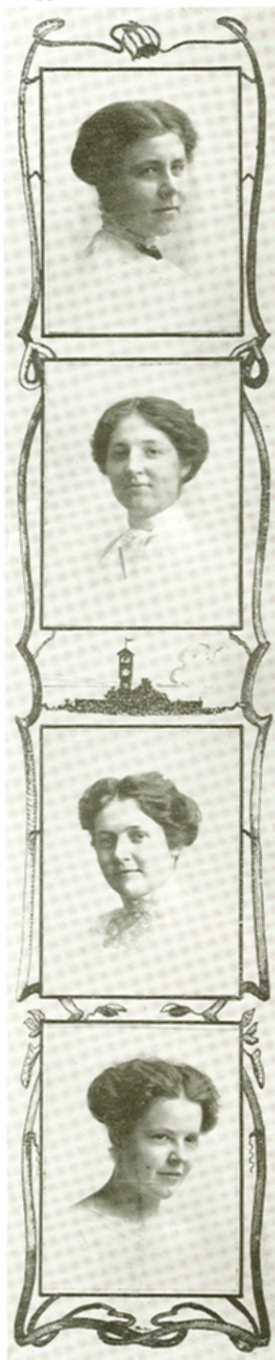
She always says what she means but does not
always mean what she says.

BISBEY, BERTHA

Alma, Kans.

"Beg pardon, — your age?" to a certain maid
Were the words the census man said.
Tho, hot the day
In a cold, freezing way
She gazed at him till he was dead.





BITLER, LILLIAN

Fort Wayne, Ind.

A shy, quiet little miss from Fort Wayne
With her eyes could surely raise cane
They ne'er could behave
And the trouble they gave
Raised more noise than the wreck of the Maine.

BLODGETT, MAY HELEN Fort Washiakie, Wyo.

I flavor everything
I am the vanilla of society.

BONDY, RUTH

Great Falls, Mont.

Our Ruth was kneading the dough
Unexpectant of sorrow or woe
When in came a mouse,
Right into the house,
Well, Ruth stood on the table tip-toe.

BOTSFORD, FLOSSIE

Waukesha, Wis.

Dimples may come and dimples may go
But she's always the same you know.

Braxton, Louise

Y. W. C. A.

A gold brick (18k) from Indiana.

Paoli, Ind.

BROWN, HAZEL

Minneapolis, Minn.

"I'm a shy little Puritan maid."

BROWN, MARY ALICE

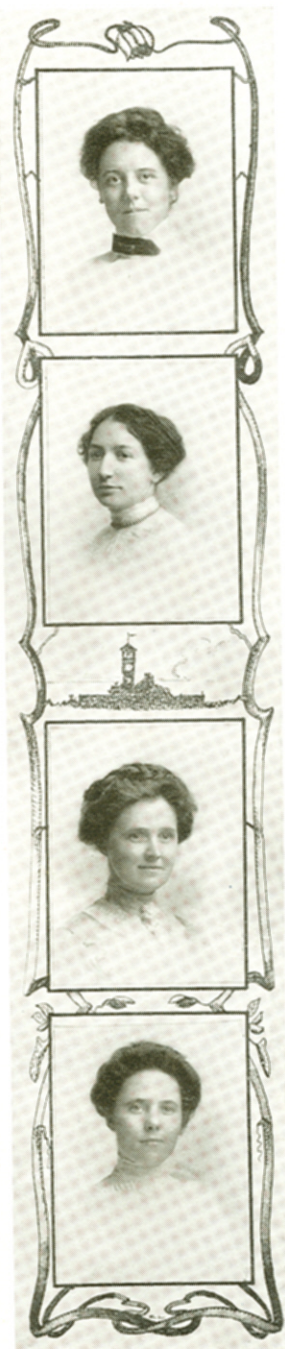
Racine, Wis.

Sober, steadfast and demure.

BURHANS, EDNA MAY

Burlington, Iowa

"Ich bin so klein."





BURKE, FLORENCE "Flossie"
Green Bay H. S.

Algona, Wis.

Little, but "Oh my," and she gets there just
the same
For if she will, she will you may depend on't,
And if she won't, she won't, so there's an end
on't.

BURRITT, KATHERINE
Y. W. C. A.

Mauston, Wis.

She hath her share of wisdom.

CARROLL, GLENN

Watertown, S. D.

Her tones are like dewdrops of celestial melody.

CARTER, ETHEL
Y. W. C. A.

Lewistown, Ill.

Cheerfulness personified.

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CARTER, THELMA Ellensburg, Wash.
Treasurer Y. W. C. A.

An ardent Y. W. worker but who knows how
ardent at Y. M. work she may be also?



CASE, ETHEL Chippewa Falls, Wis.

Her heart is as light
As her eyes are bright.

CLARK, MARY ROSE Minneapolis, Minn.

Her open eyes desire truth.

COBB, ETHEL Lyle, Minn.
Y. W. C. A.

"Ah! has cupid stung you too?"



COIT, BLANCHE "Mollie"

Hudson, Wis.

Always unruffled no matter what the provocation.

COLLINS, FRANCES

Grand Forks, N. D.

I always get the better when I argue alone.

CORLISS, SADIE

St. Paul, Minn.

She just will maintain order no matter what the cost!

CURRY, MARGARET

Chippewa Falls, Wis.

"My heart's as true as steel."

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DANA, KATHELEEN

Menomonie, Wis.

"Still waters run deep."

DANA, MARIE

Menomonie, Wis.

"Do you not know I am a woman?
When I think I must speak."

DAVIS, ROY

Eau Claire, Wis.

"Oh! 'tis love, 'tis love
That makes the world go round."

DEVEREAUX, JEAN

Detroit, Mich.

A young lady of whom we ne'er tire
Yet her hair's just the color of fire
Her charms are unique
Yet it's really a treat
Yes—it's really a joy to be nigh her.





DEWEY, EULA

Moville, Iowa

O, true in word and tried in deed!

DOWE, VERA

Bangor, Wis.

Blue-eyed and fair of face.

DOYLE, GENEVIEVE

Negaunee, Mich.

"The top 'o the morning to ye!"

DUNCAN, NELLIE

Great Falls, Mont.

G. F. H. S.

She says she came East to go to Stout, but is that true? Really?

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DURBIN, FRANCES HELEN Wauwatosa, Wis.

She could give "hints" to THE LADIES
HOME JOURNAL on "Good Taste."

EDDY, BEATRICE Minneapolis, Minn.
Y. W. C. A.

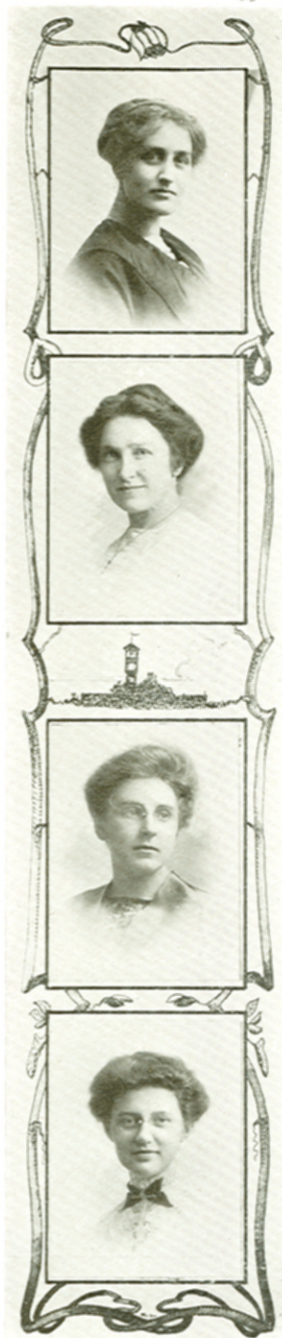
Joy and temperance and repose
Slam the door on the doctor's nose.

ERICSON, AMY Ironwood, Mich.

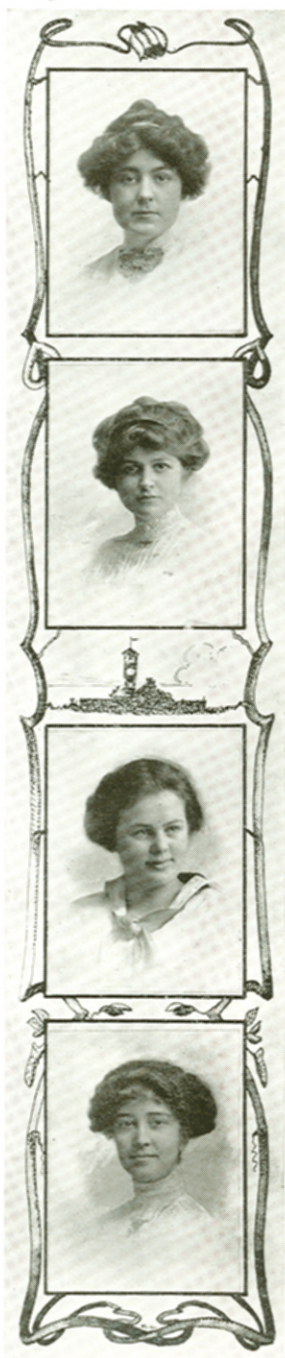
Her smile is her fortune.

FARNAM, MARGARET La Crosse, Wis.
Secretary, Y. W. C. A., Class Treasurer.

In regard to the height
You need feel no alarm
As you heighten the figure
You heighten the charm.



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FENTON, CLEO

Minneapolis, Minn.

Keats said, "A thing of beauty is a joy forever."

FERGUSON, JANET

Minneapolis, Minn.

Y. W. C. A.

A still small voice, but, oh!

FERRIS, ESTHER

International Falls, Minn.

Who knows it may be Ferris that tips the scales at —!

FERRY, MARJORIE MAY

St. Paul, Minn.

"Do I look all right girls?"

FERTIG, LENORE

Arcadia, Wis.

"He loves me, he loves me not."

FLADOES, KAREN

Menomonie, Wis.

Your heart's desires be with you!

FLEMING, ELIZABETH

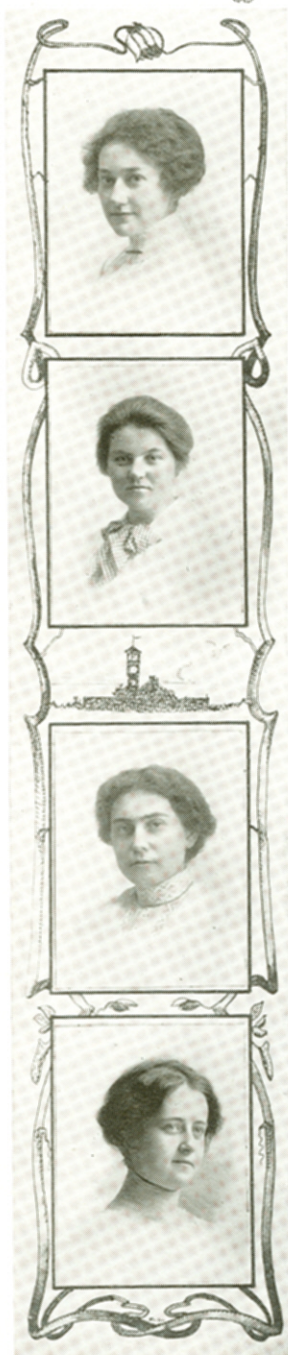
Minneapolis, Minn.

A bit of tobasco sauce.

FLINN, KATHLEEN

La Grange, Ill.

A shining star.



STOUT ANNUAL 1912



FLUEKIGER, RUTH

Beloit, Wis.

A smile is the same in all languages.

FRANKLIN, CAMILLA

Austin, Minn.

Y. W. C. A.

When I ken my ain lassie
Kind love is in her e'e.

FRANKLIN, MURREL

Chicago, Ill.

"I am only a poor working lady, ugh!"

FULTON, MILLICENT

Ada, Minn.

Wearing all her weight of learning—lightly as
a flower.

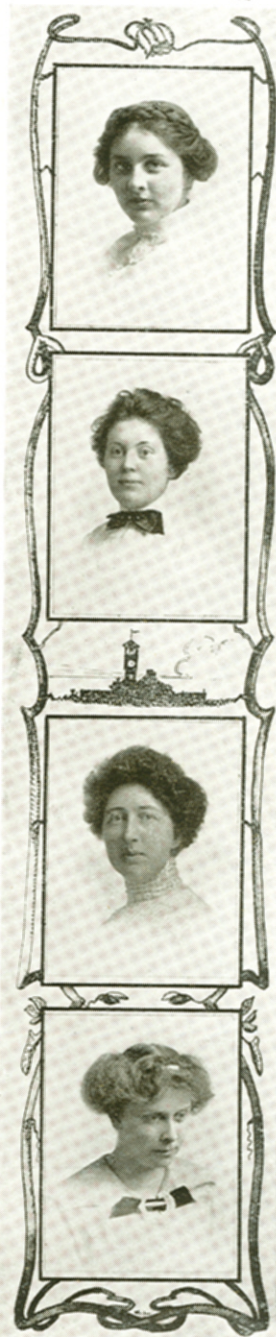
STOUT ANNUAL 1912

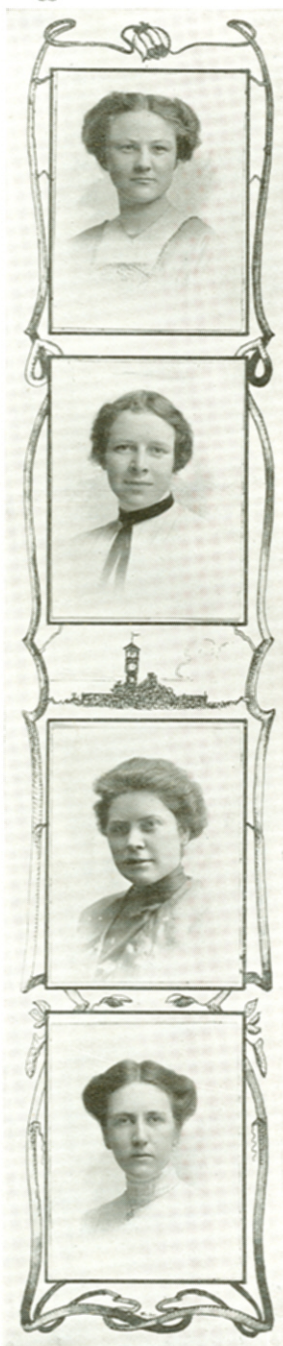
GESELL, GRACE, "Polly" La Crosse, Wis.
Literary Department Annual
Belonging to the "Dickie" variety.

GIBSON, IRENE St. Thomas, N. D.
Y. W. C. A.
She hath a truly big heart.

GOESSLING, HATTIE Glenbeulah, Wis.
Y. W. C. A.
System is the keynote of success.

de GOLYER, CHARLOTTE Evanston, Ill.
This shy young miss from Evanston
Burned her hand on a red hot bun;
Good breeding is great
But I grieve to relate
She forgot all her French in her much confused
state,
And the comment she made was "Oh dom."





GREENWALD, ERMA LOU Minneapolis, Minn.

A quaint and gentle maiden
As fine as they make 'em.

GREGERSON, EVA Stanley, Wis.

The height by Eva reached and kept
Was not attained by sudden flight
But she while her companions slept
Was toiling upward in the night.

GUNDERSON, MABELLE Browns Valley, Minn.

She believes that a hammock was made for two.

HALL, RUTH Columbus, Wis.
C. H. S.

We have heard of the lady, and good words
went with her name.

STOUT ANNUAL 1912

HALLISEY, ELIZABETH "Betty" Baraboo, Wis.

There once was a handsome young Mister
Who said to a girl when he kissed her
"Won't you please be my wife?"
She said, "not on your life
The most I can be is your sister."

HEYDON, CHARLOTTE La Crosse, Wis.

Who scorns to dance and caper and prance,
With an everyday sort of a maiden;
Would laugh in the eyes and call himself wise
If the maiden were sweet Lottie Heydon.

HOAG, FERN Rice Lake, Wis.

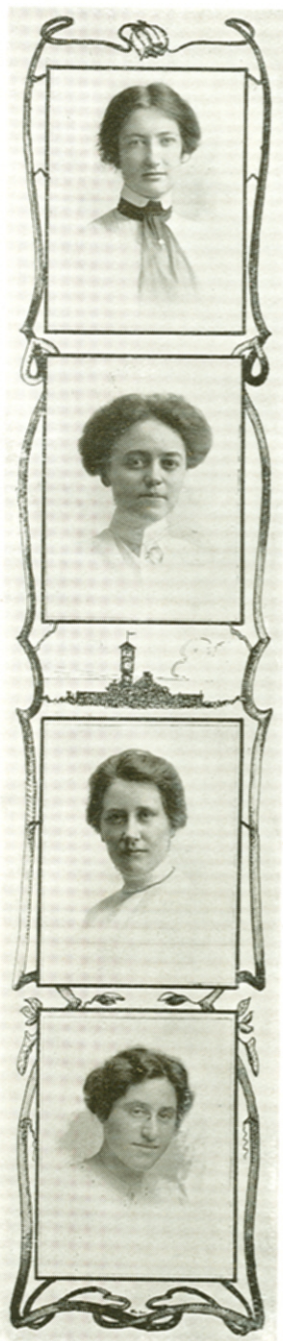
I know you won't believe it
But yet, 'tis really so
The other day in chemistry
Fern said, "Don't know."

HOAG, HELEN Rollis, Minn.
Y. W. C. A., Class Secretary

"We know each other so we don't need a
chaperon."



STOUT ANNUAL 1912



HOFFMAN, EDNA

Antigo, Wis.

Her ways are ways of pleasantness.

JONES, DOLIA

Wabash, Ind.

Needs only to be seen to be admired.

JONES, GLADYS VAUGHAN Minneapolis, Minn.

"Dietetics Specialist."

KAHN, PEARL

Ishpeming, Mich.

"Will you be served?"

STOUT ANNUAL 1912

KLOSSNER, HERTA

Winthrop, Minn.

She minds her own business
And other people's also.

de LANG, ETHEL

Glencoe, Ill.

A big bunch of good nature from Chicago.

LAYDEN, WINNIFRED

Browns Valley, Minn.

I'm a marvel of moral behavior
My lessons I learn with a zest,
I follow all rules to the letter
And so my heart is at rest.

LESLIE, ELSIE

Madison, Wis.

"My definition of fussing:
Attentions without intentions."



STOUT ANNUAL 1912



LEWIS, RUTH

Ontario, Cal.

Y. W. C. A.

A California variety "Sunkist."

LIEBERMANN, LOIS

Fort Atkinson, Wis.

Y. W. C. A., Orchestra

Who'd a think it, — A "chem" shark!

LIGHTBOURN, ALICE

Ada, Minn.

Philomathean

"Of all the things
I like the best
I much prefer
To sit and rest."

LINDBERG, JOSEPHINE

New London, Minn.

When she says no she means it. She said
she wouldn't have her picture taken, so
we haven't it.

STOUT ANNUAL 1912

LONG, LUCY

Preston, Minn.

To be short—she's all right!

LOONEY, MINNIE

Menomonie, Wis.

She hath the charm
Tho not a bit spooney.

MacNEILL, JULIA M.

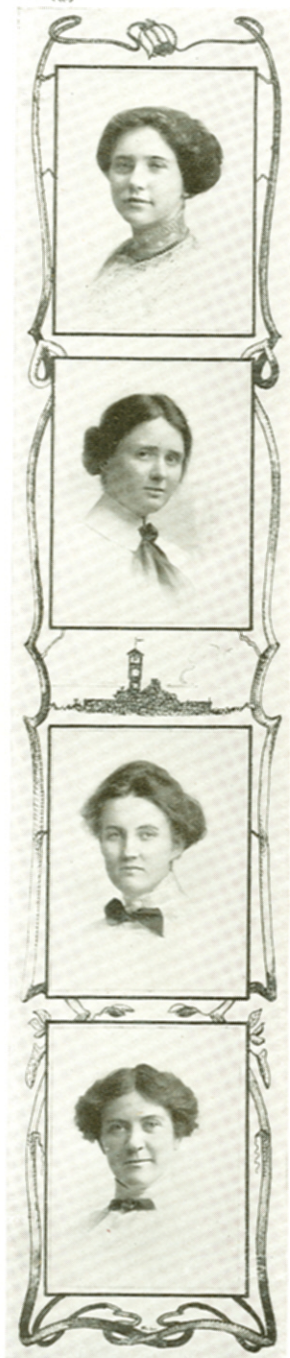
South Kaukauna, Wis.

Who is your friend at Ripon?

MATHEWS, CATHERINE "Kate" Ashland, Wis.

Queen of "Rosy's" garden of girls."





McCONNELL, BERNICE Darlington, Wis.
"I just can't make my eyes behave."

McCUTCHEON, Anna Thorpe, Wis.
Best she's liked
Who is alike to all.

McELDOWNEY, RACHEL West Salem, Wis.
"For Heaven sakes."

McGUINE, MARGARET Wonewoc, Wis.
There is none like her—none.

STOUT ANNUAL 1912

McKINNON, ANNE

Chippewa Falls, Wis.

A devoted Disciple of (St.) John.

MEIER, ANNA

Edwardsport, Ind.

Y. W. C. A.

"However it be, it seems to me,
'Tis only noble to be good."

MEYER, RUTH

Menomonie, Wis.

Seen but not often heard.

MILLER, MARY MAY

Fargo, N. D.

Oh! she's that dear little girl.





MITCHELL, DOROTHEY

Winnipeg, Man.

Y. W. C. A.

This old town can't hold her
She's from Winnipeg.



MOORE, GLADYS

Wabasha, Minn.

Placed with the power of words.



MORRIS, LULU

Dodgeville, Wis.

She is like a beautiful landscape
Where all is harmony and calm and quiet.



MORRISON, RUTH

Rienback, Iowa

A Grinnellyte.

STOUT ANNUAL 1912

MURPHY, EDA LORD

Dalafield, Wis.

Vice-President Y. W. C. A., Class President
A moving picture show in words.

NADLER, MARY ALICE

Davenport, Iowa

Philomathean

Gifted with a gurgling giggle
Cheerful, pretty, pert and young
With an unremitting wiggle to her tongue.

NELSON, ELLEN

Menomonie, Wis.

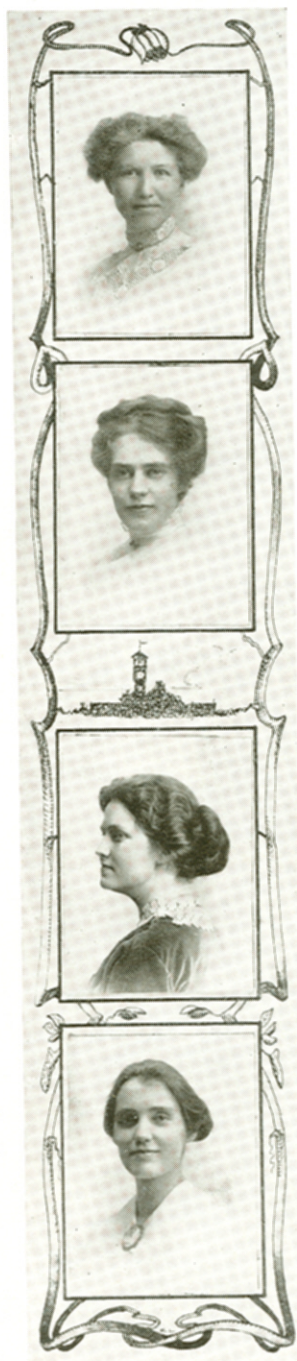
A daughter of the Gods, divinely fair.

NILES, HARRIET

Menomonie, Wis.

Art Department Annual

This is no place for a minister's child.





NIMMONS, CHARLOTTE Chippewa Falls, Wis.

For none can charm when her "Swede" is afar!

NORTHEY, MARY Waterloo, Iowa

"I seen my duty and I done it (almost)."

OLIVER, ARVILLA Independence, Iowa

She made a fortune in preserves
No woman e'er did better
She won a breach of promise suit
By "preserving" every letter.

OLIVER, RUTH I. Columbus, Wis.
Y. W. C. A.

A good word for all
A form for none!

STOUT ANNUAL 1912

PAYNE, MADGE A.

Mount Gilead, O.

"I have to stay and hypnotize some bacillus aureas."

PELKEY, CORA

Oconto, Wis.

I love its gentle warble,
I love its fluent flow
I love to wind my tongue up
I love to hear it go.

PELKEY, ELVIRA

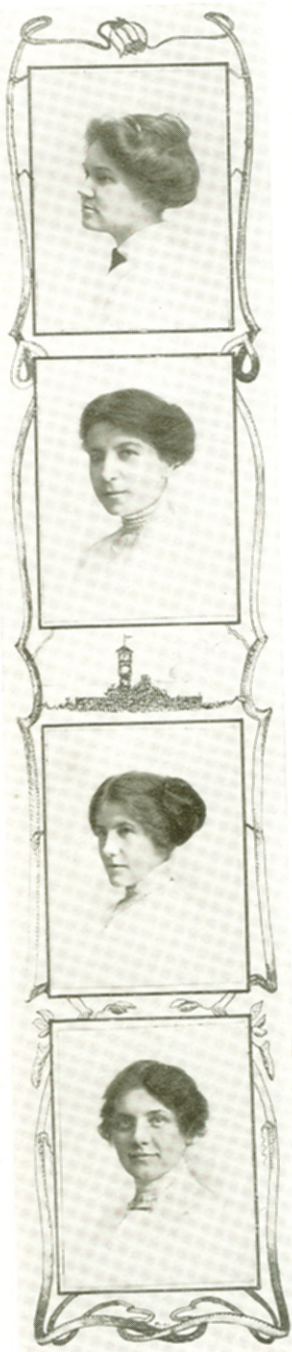
Oconto, Wis.

Happy and bright,
Winsome and gay;
We all know her
In her own sweet way.

PETERS, MARGUERITE

Milwaukee, Wis.

A right good fellow, she.





PETERSON, HANNAH

Stanley, Wis.

To be of service rather than conspicuous.



PETERSON, RUTH

Fond du Lac, Wis.

There was a young lady named Pitre
Of gastric juice lost a litre;
When the teacher did scold
She replied—Oh so bold,
Go to —— I don't care a mitre!



POST, NELLIE

Madison, Wis.

A sober maiden, steadfast and demure.



POWELL, EUGENIE

Chicago, Ill.

She declares she's no relation to the "Ginx."

STOUT ANNUAL 1912

PRIDE, ELSIE

Wells, Minn.

A pocket edition of the Britannica—Am. Supp.

REILLY, LORETTA

Fond du Lac, Wis.

A perfect woman, nobly planned,
To warn, to comfort, and command.

REISS, HAZEL

Le Sueur, Minn.

A natural born teacher.

REMOL, EMMA

Chippewa Falls, Wis.

Another dietetics enthusiast from Chippewa
Falls.





REYNOLDS, MARIE

Muscatine, Iowa

"Always laugh if you can. It's cheap medicine."

ROBECK, STELLA

Marinette, Wis.

She declares she can't talk, but!—

ROVERUD, KATHERINE

Caledonia, Minn.

She's always audibly there!

SCHMIDT, LOLA

New Holstein, Wis.

A daughter of the gods.

STOUT ANNUAL 1912

SCHRIBER, MINNIE

Oshkosh, Wis.

As whole-souled as she looks.

SHEA, LOUISE

Ashland, Wis.

She's wise and witty, surpassingly pretty.
Perchance a little bit gay.
Would you call it a pity
The end of this ditty
Demands that it rhyme with Shea?

SHELLENBERGER, RITA

Bozeman, Mont.

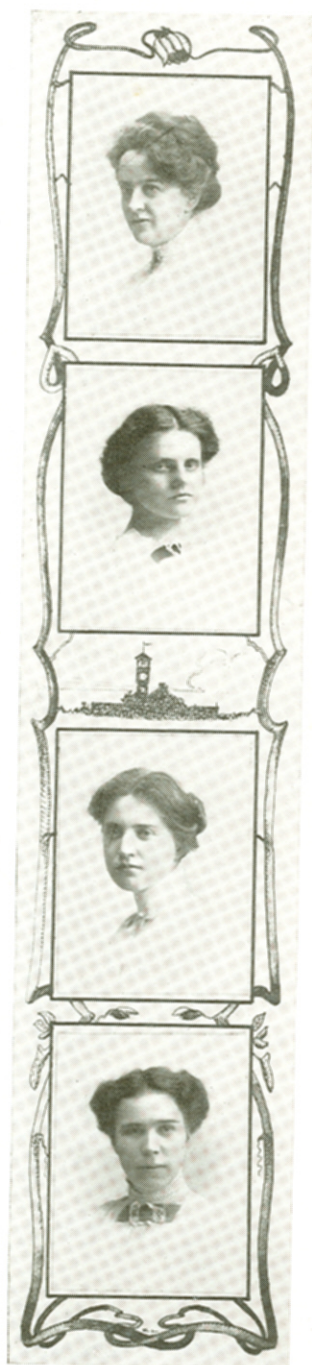
The embodiment of perpetual motion.

SIGLINGER, INA

Webster, S. D.

Her ways are ways of pleasantness.





SMITH, ALICE URSULA Willmar, Minn.
Y. W. C. A.

Not three of a kind, tho that's good
But it's well understood each is good in her way.

SMITH, EVELYN GLADYS Delavan, Wis.

Not three of a kind, tho that's good
But it's well understood each is good in her way.

SMITH, LUCY Escanaba, Mich.
Y. W. C. A.

Not three of a kind, tho that's good
But its well understood each is good in her way.

SPENCE, R. GRACE Racine, Wis.

"What about the mouth as a third hand?"
—Miss W.

"Kissing is a pernicious habit." G. S.

STOUT ANNUAL 1912

STEVENS, BLANCHE W. St. Paul, Minn.

A genuine seeker after knowledge.

SULLIVAN, DORIS

Adrian, Minn.

Menomonie Klocker number?

SWALLUM, GERTRUDE

Carroll, Iowa

Taste the joy that springs from labor.

SWEENEY, MARY

Zumbro Falls, Minn.

Grace is in all her steps.



STOUT ANNUAL 1912



THAYER, ALICE

St. Paul, Minn.

Y. W. C. A.

You may not be aware of her presence
but she's there with the goods.

THIES, MARIE

Pepin, Wis

So small, so sprightly and so jolly
Is the winsome maid of whom I speak
For she's never known to commit a folly,
But sometimes likes to talk a blue streak.

THORNE, FLORENCE

Menomonie, Wis.

Capable as the Dickens!

TICKNOR, LOUISE

Menomonie, Wis.

Humorous Section, Annual, Annual Play

Has a weakness for accompanying musicians.

STOUT ANNUAL 1912

TWINING, LOUISE

Monroe, Wis.

Would you call it bashful or Coy?



VAUTROT, CHARLOTTE

Durand, Wis.

"I've never had an arm about me
I surely never would,
I'll tell you anyhow,
It does feel mighty good."



VOLLMER, RUTH

Algoma, Wis.

As industrious as could be,
So studious is she;
That she'll make a great success
Since she works so hard, I guess.



WALRATH, FLORENCE

Mitchell, S. D.

"I'll marry whom I please," said she
And tossed her little head;
"Hurrah, you're mine for certainly
You do please me," he said.





WALSH, INEZ MILDRED

Merril, Wis.

"I may get over it but I'll never be the same."

WEISE, MARGUERITE

Mineral Point, Wis.

You may tell her by her whistle.

WEISSENBORN, ANNETTE "Nettie"

Appleton, Wis.

Be there a way, Nettie finds the will.

WHITE, FERN

Claremont, Minn.

The deepest rivers make least din;
The silent soul doth most abound within.

STOUT ANNUAL 1912

WOLCOTT, VIRGINA

Rockford, Ill.

To no one muse does she her glance incline;
But has an eye at once to all the nine.

WOOLLEY, RUTH

Wabash, Ind.

Her heart was not more sunny than her hair.

ZUM BRUNNEN, DAISY

Monroe, Wis.

The Frenchy Modiste.





ECHO ROCK, WILSON CREEK

HOME MAKER SENIORS

ANDERSON, HAZEL D.

Winona, Minn.

I love but one
I love no more.

HARMS, EMMA

Belmont, Wis.

Success crowns labor.

KLAR, EMMA

Hillsboro, Ill.

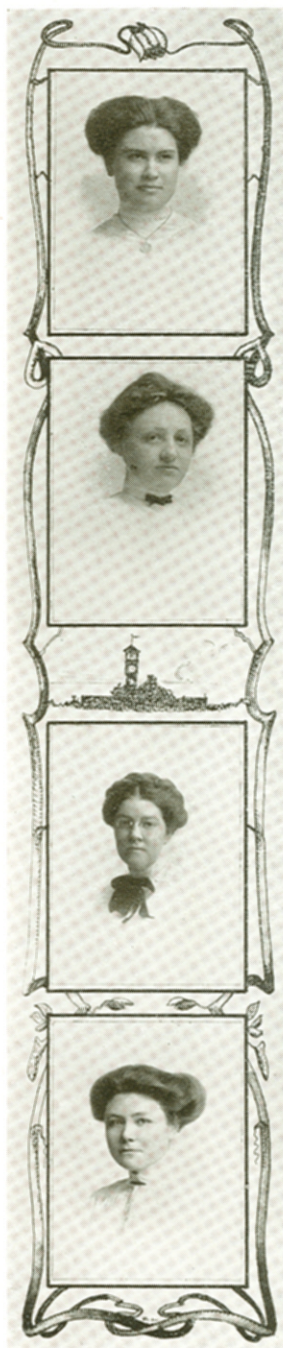
Neither a parrot nor a cat are essential for a
H. M. we tho't.

McKENZIE, KATE

Minneapolis, Minn.

Annual Play

Smiles, smiles
Unending smiles in radiant lines
For miles and miles.



STOUT ANNUAL 1912



PEPPER, BELLE

Duluth, Minn.

Oh! call it by some other name for friendship
is too cold.

SEEBER, HELEN

Waterloo, Wis.

Men make the best friends.

TAYLOR, E. MAGGIE

River Falls, Wis.

It seemed to me she always looks glad.

SENIORS



MANUAL TRAINING SENIORS



ABERCROMBIE, CLYDE L. "Turk"

Waupaca, Wis.

Omro H. S., one year at Ripon, Glee Club;
Tennis

He runs his modest quiet race
His way wins friends in every place—even in
Menomonie.

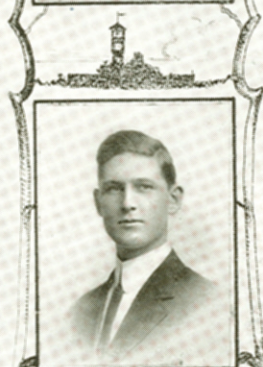


ANDERSON, EARL "Doc"

Winton, Minn.

Annual Play

Principal business: "Fussing," as a side line:
school work. Specialty, Machine shop.
Good in Dramatics.



CONDIE, EARL

Menomonie, Wis.

Captain Track

Talk?—Well, say, he can beat some girls!



COOPER, VERNON "Coop"

Hopkins, Minn.

Tennis

And his hair was something sandy
And was done in knotty curls
And was parted in the middle
In the manner of the girls.

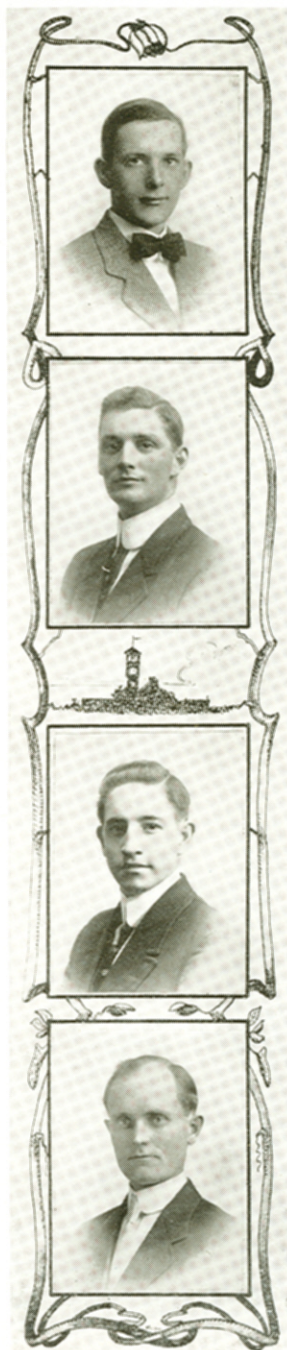
STOUT ANNUAL 1912

DURBAHN, ARTHUR H. "Dearie"
Sleepy Eye, Minn.
Football
Always looking for a good time.

ECKLOR, FRED "Eck"
P. H. S., Basketball
Pepin, Wis.
No hurry, no worry, just as easy and dainty as
you please.

EDICK, RALPH O. "Cheese" "Dutch"
Omro, Wis.
O. H. S. Football, Basketball manager, band
and Orchestra
It used to be: "There's no place like home;"
now it's, "please don't take me home."

ELIASSEN, GUY A.
Iola, Wis.
He started several years ago but came back
to finish with us.





ESLINGER, Charles E. "Duke" Syracuse, N. Y.
Editor Annual; Annual Play

He came here alone, will he go back likewise?

FRATT, A. LEROY "Rastus" Burlington, Wis.
B. H. S. Orchestra

A bright young student named Art
From the maidens could not stay apart
He's a husky lad
And its really too bad,
He's so awful weak round the heart.

FRAZIER, CECIL A. Dresden, Kans.
Glee Club

He is a thinker and a doer; good in everything
he undertakes.

GRABOW, ELMER F. "Sister" Burlington, Wis.

Sensitive and particular in details.

STOUT ANNUAL 1912

GRAVEN, ANKER S. "Bumps" Menomonie, Wis.
Glee Club; Football; Captain Basketball;
Athletic Editor Annual

Oh! call it by some other name for friendship
is too cold.

GREEN, BRUCE G. "Willie" Monroe, Wis.

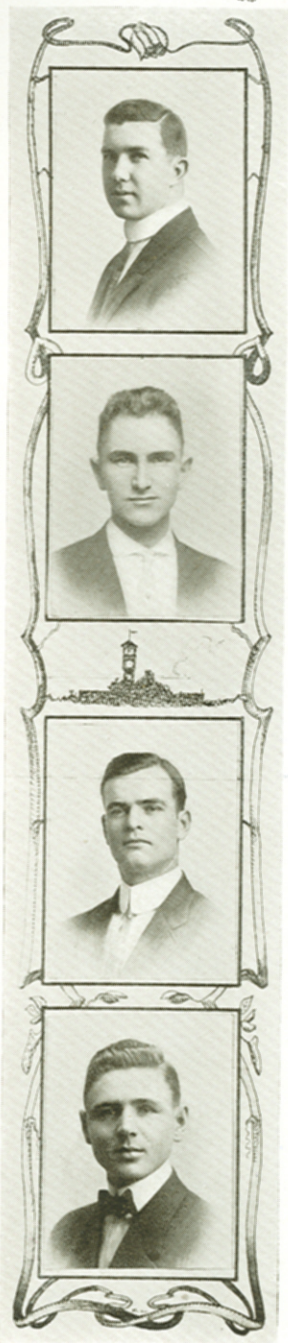
Adjustable to any situation, works when he
has to, has a good time when he wants to
have it.

HARDY, ERLE "Johnie" Menomonie, Wis.
Glee Club

She ne'er again will speak to him
This stupid youth so bland
She stood beneath the mistletoe
He merely shook her hand.

HEIDEN, A. "Abe" Sheboygan, Wis.
Track

The time I've lost in wooing
In watching and pursuing;
The light that lies
In woman's eyes
Has been my heart's undoing.





KENDALL, ROBERT E., "Bobbie"

And still they gazed and still the wonder grew
That one so strong didn't do more than he
had to.

KROGSTAD, PETER M. "Pete" Menomonie, Wis.

Many a heart he has set in a whirl
As he only goes twice with the same girl.

MATHEWS, WILLARD Burlington, Wis.

What he has he gives, what he thinks he shows,
but what he says he says to one only.

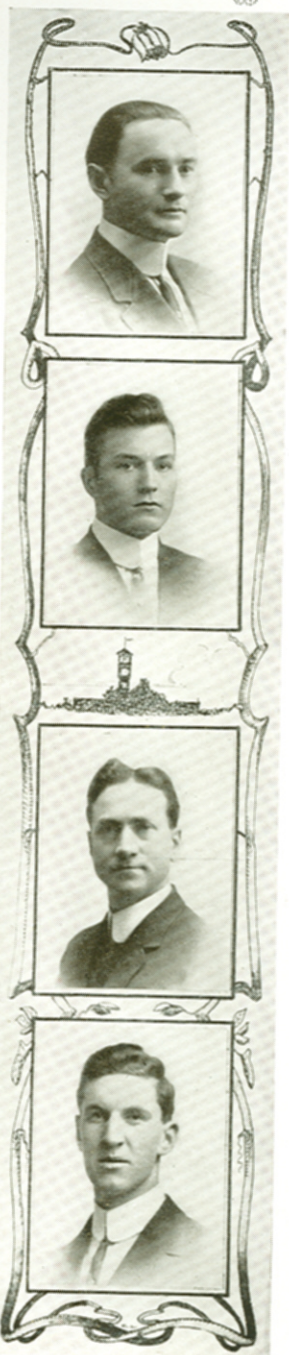
MILTON, ARCHIE S. "Milt" Creston, Mont.

President Athletic Association; Football
He has a mind of his own, one that's not to be
changed by time or place. "I don't think."

STOUT ANNUAL 1912

MULHOLLAND, J. R. "Mike" Menomonee, Mich.
M. H. S., President Stout Glee Club

"It feels funny to be happy."



NELSON, C. HARRY "Nellie" Menomonie, Wis.
Track; Football

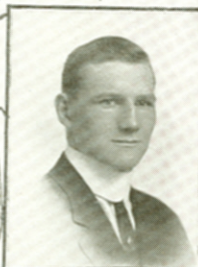
Some men are born to greatness
With luck their lives begin;
And some achieve distinction
And others just "butt in."

NELSON, J. A. "Dad" Los Angeles, Cal.

"Say fellows, do you know this has been a long
year for me?"

PATRICK, KARL H. "Pat" Marquette, Mich.
Class Vice-President; President Tennis Club;
Football

He's tall—
That's all.



PLUMMER, WALLACE M.
Football

Oshkosh, Wis.

A plumber in name only.



RAAB, OSCAR F.

Dorr, Mich.

Orchestra; Band; Glee Club; Business
Manager Annual

A solemn youth with sober phiz
Who eats his grub and minds his biz.



REYNOLDS, THOMAS F. "Tom"

River Falls, Wis.

It does beat the Irish how much some people
can do.



SHAEFER, LE ROY "Rosy"
Orchestra

Ely, Minn.

He's terrible funny when you get him started,
and that isn't very difficult.

STOUT ANNUAL 1912

SHANNON, JEAN R. Fond du Lac, Wis.
Orchestra; Glee Club; Track;

Always kicking, always late, always being
bawled out about something.

SMITH, G. R. "Big Smith" Crookston, Minn.
Football

"There are meters of accent
And meters of tone;
But the best of all meters
Is to meet Her alone."

SODERSTROM, EDWIN "Soda" Minneapolis, Minn.
Football, Basketball

Slow but sure, but always gets there.

STAKEL, JOHN P. Menomonee, Mich.
M. H. S.; Illinois University, one year

He liked to work but always had five minutes
or more for "Susie" or someone else.





SVERDRUP, HAROLD "Swerdie"

Minneapolis, Minn.

Basketball

Our Manual Training orator. "Behold, as truly as the sun rises in the east and sets in the west, I'll meet you on the corner and we'll take a long ride."

TICE, HARVEY A. "Hummy"

Omro, Wis.

Football; Basketball; Track; Tennis

Well known in the (Baker)y circles.

TINKER, DUDLEY "Tink"

St. Paul, Minn.

Glee Club; Track

"Now fellows, all together—Rah! Rah! Rah! Stout!"

WOODS, R. J. "Woodsie"

True to his word, his work and his friends.

TRADE SCHOOL SENIORS

Plumbers

BUNKER, G. H. Turtle Lake, Wis.

Track

He is a fellow of good respect.

DOUGLAS, ANDREW S. "Spike" Monroe, Wis.

He is quite sharp, but you can't drive him much.

HAHN, ALLAN Brodhead, Wis.

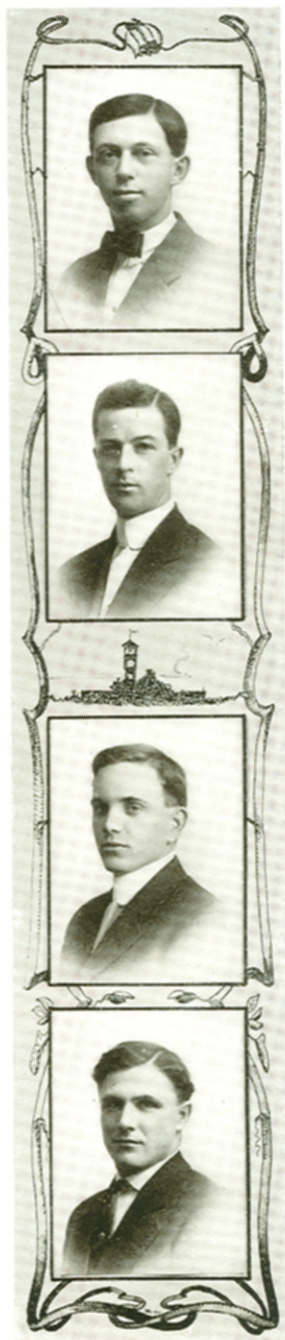
Basketball; Baseball

A gallant young man named Hahn
At night would camp out on the lawn
And sit to write a letter
To the one he loved better
Than anyone else, until dawn.

WEBB, RAYMOND Lancaster, Wis.

Band

For where he fixed his heart, he set his hand,
To do the thing he willed, and bore it thru.



TRADE SCHOOL SENIORS
Bricklayers



HOLLIDAY, LAVERNE Clear Lake, Wis.
Never misses (Mrs.) Holiday.

JOHNSON, GEORGE Clear Lake, Wis.
Lose no time and come here quick;
See the boy sling slush and brick.

JOHNSON, WALTER Clear Lake, Wis.
He is well able to lay brick with the rest of them.

THOMPSON, EDWARD Brantford, Canada
He wouldn't be good if he could, and
besides that he is afraid of nothing.



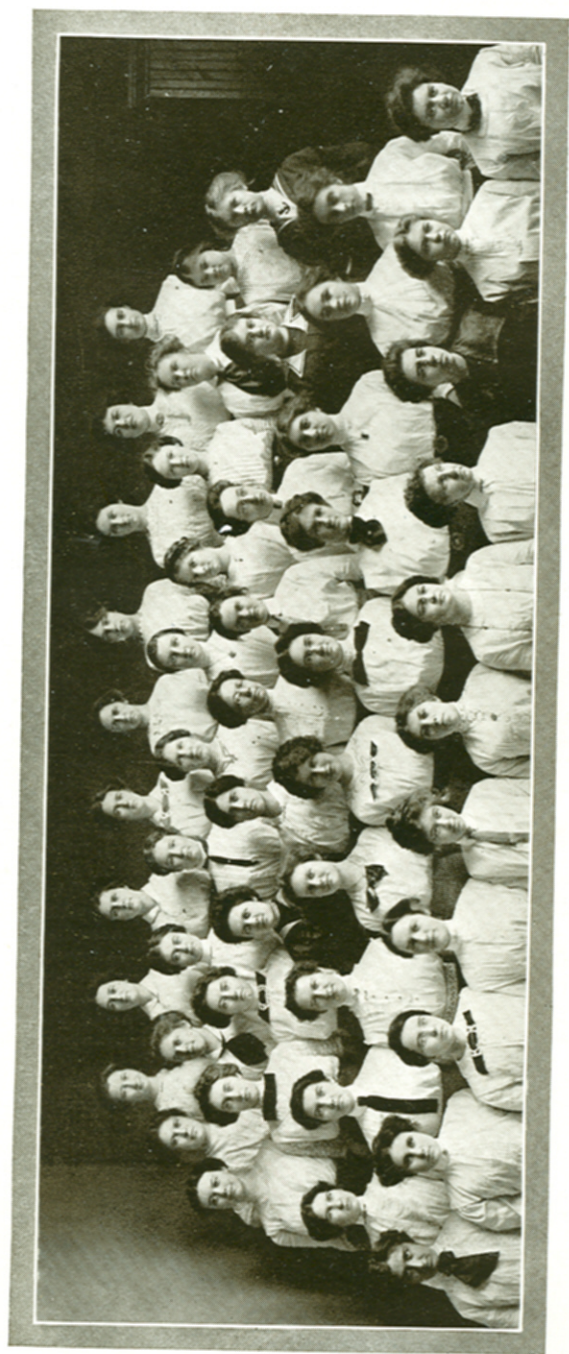
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President - - - - - George Morrissey

Vice President - - - - - Nancy Blair Barr

Secretary - - - - - Marian Moore

Treasurer - - - - - Wilbert A. Surprise





DOMESTIC SCIENCE JUNIORS

Andrews, Mabel	Minneapolis, Minn.
Arnold, Mary	Crookston, Minn.
Asher, Mildred	Granite Falls, Minn.
Bailey, Mrs. Lyla	Hibbing, Minn.
Baird, Bess	Portland, Ind.
Baldwin, Dorothy	Lancaster, Wis.
Barr, Nancy Blair	Austin, Minn.
Barto, Hazel	Winton, Minn.
Bates, Louisa	Menomonie, Wis.
Beardmore, Susie	Sheridan, Wis.
Bell, Bessie	Paso Robles, Cal.
Bell, Ora	Menomonie, Wis.
Billings, Mrs. C. R.	Minneapolis, Minn.
Boss, Lela Aurilla	Milton, Wis.
Boyd, Josephine	Paoli, Ind.
Bright, Harriet	Black River Falls, Wis.
Broadbent, Lydia	Menomonie, Wis.
Bush, Sadie, H.	Minneapolis, Minn.
Bye, Cora	Morris, Minn.
Byrne, Elizabeth	Baraboo, Wis.
Campbell, Minnie	Oconto, Wis.
Carberry, Mary	Watertown, S. D.
Carton, Catherine	Earl Park, Ind.
Caygill, Elizabeth	Linden, Wis.
Cheadle, Agnes	Jackson, Minn.
Cleveland, Helen	Glenwood City, Wis.
Cobb, Bessie	Elkhorn, Wis.
Coles, Phyllis	Benson, Wis.
Connery, Henrietta	Pembina, S. D.
Cooke, Olive	West Salem, Wis.
Cowles, Velma	Burlington, Iowa
Craig, Jessie	Oconomowoc, Wis.
Crocker, Helen	Neillsville, Wis.
Cronin, Nellie	Janesville, Wis.
Crow, Jane	Evansville, Wis.
Curtis, Martha	Elmwood, Wis.
Cushman, Catherine	Cairo, Ill.
Drinkall, Cornelia	Spring Valley, Minn.
Dixon, Helen	Durango, Colo.
Dodge, Blanche	New Richmond, Wis.
Dooley, Florence	Mandon, N. D.
Doolittle, Sarah	Menomonie, Wis.
English, Elizabeth	Wyocena, Wis.
English, Marguerite	Wyocena, Wis.
Erickson, Gertrude	Canby, Minn.
Fay, Lyda	Baraboo, Wis.
Faucher, Laurette	Deer Lodge, Mont.
Farrish, Bessie Ellen	Grand Rapids, Wis.
Fitzgerald, Mary	Oshkosh, Wis.
Fitz, Lillian	St. Paul, Minn.
Floyd, Rella	Eureka, Wis.
Foley, Florence	Lake City, Minn.
Foster, Adele	Moline, Ill.
Fowler, Elizabeth	Minneapolis, Minn.
Fuller, Edith	Madison, S. D.
Gaffney, Beatrice	Negaunee, Mich.



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Gilbert, Josephine	Glencoe, Minn.
Glover, Helen	Waukesha, Wis.
Gorton, Edith	Rolla, Mo.
Granum, Gena	Thief River Falls, Minn.
Green, Martha	Glencoe, Minn.
Habberstad, Mabel	Lanesboro, Minn.
Halasek, Rose	Hopkins, Minn.
Hall, Catherine	St. Paul, Minn.
Hamilton, Marion	Britton, S. D.
Hammill, Mildred	Beloit, Wis.
Haney, Eloise	Pipestone, Minn.
Harbeck, Julia	Appleton, Wis.
Hardacker, Ona	Hortonville, Wis.
Hense, Helen	Aitkin, Minn.
Heuser, Clare	Wytheville, Va.
Heyer, Hazel	Milwaukee, Wis.
Hill, Cecilia	Kenosha, Wis.
Hogseth, Minda	Chippewa Falls, Wis.
Hopkins, Gussie	Cumberland, Wis.
Horn, Florence	Oshkosh, Wis.
Hossack, Gertrude	Odell, Wis.
Howard, Vera	Mondovi, Wis.
Hughes, Helen	St. Paul, Minn.
Huginin, Carrie Mae	Janesville, Wis.
Johnson, Ernestine	St. Paul, Minn.
Jones, M. Louise	Manchester, Iowa
Jones, Mabel	Ottawa, Kans.
Jones, Mary	Alma Center, Wis.
Juddkins, Theo K.	Ishpeming, Mich.
Kendall, Ethel F.	Clinton, Iowa
Kenzel, Mildred	Oshkosh, Wis.
Kinney, Olga	Colfax, Wis.
Knight, Gladys	Bayfield, Wis.
Kremers, Gertrude	Milwaukee, Wis.
Kuchlthau, Ella	West Bend, Wis.
Lake, Frances	Rockford, Ill.
Leaf, Edith	Marinette, Wis.
Leise, Ethel	Marshalltown, Iowa
Leisring, Ruth	La Crosse, Wis.
Lende, Nettie	Appleton, Minn.
Levin, Esther F.	Aurora, Minn.
Lewis, Madge	Patch Grove, Wis.
Lindoo, Pearl	Ladysmith, Wis.
Lowrey, Madge	Menomonee, Mich.
Lynch, Rachel	West Bend, Wis.
Lyon, Charlotte E.	Minneapolis, Minn.
Maas, Cecelia	Pine Island, Minn.
Magill, Elousie D.	Little Falls, N. Y.
Mahoney, Agnes M.	Fond du Lac, Wis.
Mansur, Morgia	Minneapolis, Minn.
Marean, Mary	Rockford, Ill.
Martin, Agnes	Green Bay, Wis.
Martin, Mrs. Nan	Green Bay, Wis.
May, Gwendolen	Plattsville, Wis.
McCauley, Ella	St. Paul, Minn.
McKittrick, Mayme	Escanaba, Mich.
McLean, Marjorie	Menomonie, Wis.
Miller, Winifred E.	Mondovi, Wis.
Mize, Mary E.	Paso Robles, Cal.
Mazell, Davis	Little Falls, N. Y.
Montgomery, Louise	Lake City, Minn.
Murfin, Jennie	Minneapolis, Minn.
Moore, Marian	Minneapolis, Minn.



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Uehern, Mamie	- - - - -	Chippewa Falls, Wis.
Wagner, Alice	- - - - -	Oshkosh, Wis.
Wardle, Katherine	- - - - -	Ionia, Wis.
Wickern, Ferne	- - - - -	Barron, Wis.
Wieman, Jessie	- - - - -	Watertown, Wis.
Wigman, Margaret M.	- - - - -	Green Bay, Wis.
Wilcox, Helen M.	- - - - -	Menomonie, Wis.
Willis, Lora	- - - - -	Berlin, Wis.
Wright, Elise	- - - - -	Hastings, Minn.
Yantis, Helen	- - - - -	Fort Smith, Ark.
Young, Barbara	- - - - -	Neenah, Wis.
Zavitz, Edna	- - - - -	Hunter, N. D.
Zempel, Laura	- - - - -	Wheaton, Minn.
Zuill, Frances	- - - - -	Whitewater, Wis.

DOMESTIC SCIENCE SPECIALS

Algeo, Harriett	- - - - -	Cumberland, Wis.
Andrae, Louise	- - - - -	Milwaukee, Wis.
Behrenfeld, Mabel	- - - - -	Heron Lake, Minn.
Bernhisel, Fanny	- - - - -	Evanston, Ill.
Corning, Winifred	- - - - -	Iron Mountain, Mich.
Funke, Rose	- - - - -	Wabasha, Minn.
Hartmann, Sadie	- - - - -	Mondovi, Wis.
Hust, Lucile	- - - - -	Winona, Minn.
Jordan, Ruth	- - - - -	Wabash, Ind.
McBride, Joyce	- - - - -	Knoxville, Ill.
Mitby, Lillian	- - - - -	Cashton, Wis.
Mitby, Myrtle	- - - - -	Cashton, Wis.
Parlin, Maud P.	- - - - -	Anoka, Minn.

JUNIOR HOMEMAKERS

Anderson, Olsie May	- - - - -	Omaha, Neb.
Christoph, Lucille	- - - - -	Waukesha, Wis.
Heighton, Edith	- - - - -	Minneapolis, Minn.
Honey, Florence	- - - - -	Park River, N. D.
Joslyn, Gladys	- - - - -	Racine, Wis.
Pearce, Bertha	- - - - -	St. Louis Park, Minn.
Stephenson, Irene	- - - - -	Mason City, Iowa





JUNIOR MANUAL TRAINING STUDENTS

Anderson, Walter F.	Elk River, Minn.
Bailie, James G.	North Yakima, Wash.
Brower, Douglas C.	Green Bay, Wis.
Bross, Peter P.	Menomonie, Wis.
Burns, John	Prescott, Wis.
Clark, Maxson H.	Menomonie, Wis.
Colby, Ralph	Hector, Minn.
De Wolf, Leslie	Highmore, S. D.
Ericson, Emanuel	Willmar, Minn.
Esch, Oscar W.	Manitowac, Wis.
Fuller, Charles	Pepin, Wis.
Goodwin, Harley H.	Clinton, Iowa
Grose, Francis R.	Kenyon, Wis.
Hallowell, Charles	Minneapolis, Minn.
Holmes, Robert L.	Chippewa Falls, Wis.
Jenney, Herbert	Indianapolis, Ind.
Johnson, Alvin	Eau Claire, Wis.
Larsen, Ernest E.	Minneapolis, Minn.
Larsen, Leo C.	Wautoma, Wis.
Lulow, Roy V.	Muscatine, Iowa
Marker, William	Two Harbors, Minn.
Maxwell, Kenneth	Antigo, Wis.
Milliren, Monroe B.	Pepin, Wis.
Mitchell, Arthur	Pittsville, Wis.
Mitchell, Weston W.	Elkhorn, Wis.
Morenus, Richard T.	Winneconne, Wis.
Morrissey, George	Elkhorn, Wis.
Oltman, Clyde	Ellsworth, Wis.
Ostertag, Harry	Oshkosh, Wis.
Quigley, Earl	Oshkosh, Wis.
Racette, Arthur	Bruce, Wis.
Riess, Frank C.	Jefferson, Wis.
Rumsey, Leslie A.	Central Valley, N. Y.
Sebelius, Carl	Gardena, Cal.
Silverthorn, Frank M.	Omro, Wis.
Smith, Kenneth A.	Elkhorn, Wis.
Stockwell, Lynn	Eau Claire, Wis.
Stolberg, Louis A.	Two Harbors, Wis.
Suprise, Wilbert A.	Oconto, Wis.
Tapper, Benjamin	Chippewa Falls, Wis.
Taylor, Harry	Crawfordsville, Ind.
Whelan, Allen	Mondovi, Wis.
Whelan, Miller	Mondovi, Wis.
Wolfe, Sumner	Morristown, Minn.

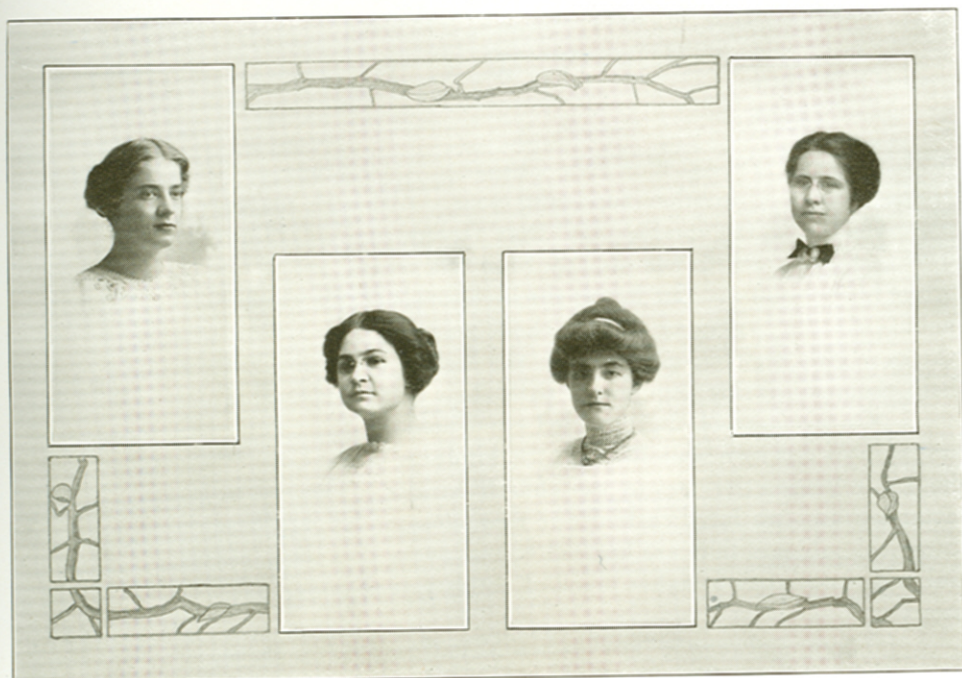
MANUAL TRAINING SPECIALS

Biddick, Leo E.	Monfort, Wis.
Fuller, Howard	Brainbridge, N. Y.
Heidecker, T. W.	Menomonie, Wis.
McEnroe, Lawrence E.	Eden, Wis.
Weigler, Arthur L.	Menasha, Wis.

JUNIORS




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OFFICERS OF Y. W. C. A.

President	- - - - -	Nancy Blair Barr
Vice President	- - - - -	Marian Moore
Secretary	- - - - -	Mable Salisbury
Treasurer	- - - - -	Mable Jones

Y. W. C. A.

HE Young Woman's Christian Association of Stout Institute has passed another successful year. Although we lack in quantity, we have the quality and that feeling of "helpfulness" which we wish to promote has already been felt among the students. We not only strive for helpfulness, but for all the high ideals of life which mark noble womanhood. At the beginning of the school year last fall, we met trains and helped the new girls register, giving them the feeling that they had friends who could help them in getting acquainted with their new surroundings.

On account of the crowded conditions of the school for room we have no room of our own, but through the kindness of the Congregational Church we hold our Vesper Services in the church parlors. The meetings have been well attended and we have carried out new ideas which are a series of talks upon practical subjects that are applied to our every-day life. These are very helpful and show to us a higher plane of activity than comes with most of our work here.

There is always a "stir" when Miss Pearson comes, for we know that we will all be "charged" with enthusiasm and more earnestness. She made her first visit last fall in October and we all enjoyed her so much. It was through her suggestion that an advisor's board for the association was organized by Mrs. Harvey. Six ladies were chosen, each lady to be advisor of one of the six committees and in this way bringing the girls in close relation with prominent women and also broadening the interests of the association.

We have had several social affairs. The most successful was a party which was given early in the year for the whole school, "just to get acquainted." In November the Y. W. C. A. girls were delightfully entertained at a tea given by Mrs. Harvey.

During Thanksgiving vacation we gave a "Little Girls' Party" which was held at Bertha Tainter Hall, where we forgot our school troubles and went back to the days of "dolls."

The new cabinet assumed its duties in April and is carrying out the line of work planned by last year's officers. We believe that they will be as successful in following out these special features.

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MEMBERS OF THE Y. W. C. A.

Helen Hoag
 Thelma Carter
 Ruth Oliver
 Margaret Farman
 Mrs. Hobbs
 Dorothy Mitchell
 Lucy Smith
 Joyce McBride
 Alice Thayer
 Katherine Burrett
 Eda Lord Murphy
 Irene Gibson
 Alice Smith
 Ethel Carter
 Blanch Mowat
 Louise Braxton
 A. M. Anderson
 Catherine Hall

Frances Tebbs
 Miss Hensel
 Mrs. Billings
 Anna Meier
 Janet Ferguson
 Margaret Barnett
 Lois Lieberman
 Cammilla Franklin
 Helen Eddy
 Beatrice Eddy
 Mrs. Darling
 Mabel Jones
 Mabel Andrew
 Marion Moore
 Ethel Cobb
 Miss Goessling
 Ruth Lewis







PHILOMATHEAN—THE GIRLS' LITERARY SOCIETY

OFFICERS

Pres.	- - - - -	Morgia Mansur
Vice Pres.	- - - - -	Sadie Bush
Secy.	- - - - -	Mabel Jones
Treas.	- - - - -	Carrie Norman

"A friend or lover of learning."



UR Philomathean is only in its infancy but it promises much in the way of rapid development. We are a body of thirty-four members, full of enthusiasm, proud of our existence and hopeful for our future.

For some time the need of a literary society in this institution has been keenly felt by Dr. Harvey and some members of the faculty, as well as by some of the students. There were many to discourage the organization of a society here, where all the students are so fully occupied, but the opposition was not sufficient to baffle the enthusiasm of the zealous leaders. It was March 1, 1912 that Philomathean first came into existence. A little band of hearty supporters met and organized with twelve charter members. As soon as our existence became known, others joined us and there are still others eager to join our ranks. As we grow, we gain in popularity and by the close of this school year, we will be a real, live, thoroughly organized and prosperous society ready for the new year.

Our purpose in organizing is three-fold: first, to develop greater efficiency in expression; second, to afford a means of acquiring general information; and third, to develop the spirit of good fellowship by binding ourselves together into one sisterhood which shall continue, not only through these two years in school, but will be beneficial throughout life.

Philomathean owes its present success and future welfare, not to two or three only, but to everyone of its useful, enthusiastic and capable members.

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MEMBERS

CHARTER MEMBERS

Morgia Mansur
Mabel Jones
Clare Heuser
Corinne Billings
Elizabeth Caygill
Esther Leván

Mayme McKittrick
Mary Alice Nadler
Celia Maas
Lydia Broadbent
Lametta Fancher
Elouise Magill

OTHER MEMBERS

Cora Bye
Bessie Bell
Jessie Wieman
Nellie Cronin
Gertrude O'Neill
Gena Grannin
Blanch Mowat
Alice Lightbourn
Sadie Bush
Mildred Kinzel
Rella Floyd

Carrie Norman
Gertrude Kremers
Verna Norman
Cecelia Hill
Lela Boss
Rachel Lynch
Carrie Hugunin
Theo Judkins
Eureka Nitzkowski
Mary Mize
Jane Crow



WILSON PARK IN WINTER

THE STUDENTS' BAND

AS the orchestra made such a good start last year under the able guidance and leadership of Mr. Gregg, the question was asked, "Why couldn't a band be started and do the same thing?" Accordingly at the beginning of the present school year Mr. Gregg went in search of material and finding enough with which to build on, a meeting was called in the kindergarten room. Both Stout and the public schools were represented and from then on it became known as the Student's Band. Some of them played with bands before, but some of them never blew a horn before and I dare say the notes were as Greek to them, but pluck helped them to win out.

The Students' Band made rapid progress. Their first appearance was at a basket-ball game held in the Stout Armory and they made a decided hit. Since then they played at social gatherings and on the M. H. S. field day they were called upon to fill a part of the program.

Mr. Gregg takes a keen interest in music and through his able and excellent work as director the band has been able to make a good start, and we hope that the impetus given it will cause it to go through the next and coming years as a permanent organization.

The following is the present membership:

Paul E. Gregg, Director

First Clarinet
Arthur Mitchell
Leo Larsen

Second Clarinet
Harvey Sipple
Curtis Hegland
Carl Klaenhammer

Solo Cornet
Martin Valaske
Robert M. Post
Raymond Webb

First B-flat Cornet
Monroe B. Milliren
Wilbert Suprise

Second Cornet
Arthur Roen
Arthur Schoenoff
Earl Roland
George Fletcher

Trombones
Clarence Schabacker
Robert Taufman
Emory Sipple

Tenor
Maxon Clark
Baritone
Malcolm K. Campbell

Alto
Oscar F. Raab
Stanley Blum
Floyd Holstein
Elmer Smith
Stewart Douglas

Tuba
Harry Thomas

Bass
Ralph O. Edick

Drum, Bass
Ray Patterson

Drum, Snare
Algott Keller
Merlin Cowing
Martin Liddy





THE STOUT ORCHESTRA

NO school is a true school unless it has an orchestra and so we have ours at Stout, although the high school is represented in it also.

From the very first part of the year the rehearsals were twice a week on Monday and Tuesday evenings. From the good beginning it made last year and the work done this year, the orchestra may be classed as an important adjunct to the school.

The aims of this organization are twofold, one being an adjunct of the other. The principal purpose was to furnish an opportunity for those of the two schools who wished to further their talent along musical lines and the other minor purpose was to appear before the public as a part of a program.

On December 14, 1911, a musicale was held at the Memorial. The High School Choral Society making up the first part of the program and the Stout Orchestra, assisted by local musicians, making up the latter part of the program, which was as follows:

1. "Anvil Chorus" from "Il Trovatore" - - - - - Verdi
2. "Wedding March" from "A Midsummer Night's Dream" - - Mendelsohn
3. Selection, "Spring Maid" - - - - - Reinhardt
4. "Loin du Bal" - - - - - E. Gillet
5. "War March of the Priests" from "Athalia" - - - - - Mendelsohn

A second program similar to the first was given later in the year. They were also called upon to play before the student body and at various other social gatherings.

Many thanks are due Mr. Gregg for his valuable assistance as director, and we wish for him a bright future and a successful career.

The following is the present membership.

Paul Edwin Gregg, Director

First Violin
Dalos Grobe
Gladys Knight
Jean Shannon
Viola
Vera Howard
Cello
Alfred Peterson
Bass
A. Leroy Fratt
First Cornet
Lois Lieberman
Ralph Edick
Second Cornet
Robert Post

Clarinet
Arthur Mitchell
Leo Larson
Flute
Maxon Clark
Second Violin
Wilbert Suprise
Edwin Dickman
Michael Timbers
Stanley Hahn
Carl Sebelius
Oscar Raab
Trombone
Leroy Schaefer
Clarence Shabacker
Piano
Ethel White





THE BOYS' GLEE CLUB

Last year the boys decided that if they had no other organization this year they would have a glee club, considering all the talent which was laying around getting rusty except for a few impromptu serenades on balmy moonlight evenings. Consequently at the beginning of the year an organization was formed among the boys for the furthering of musical talent and also for the purpose of furnishing music at gatherings where the audience was not particular as to the quality. So far the organization has proved quite a successful undertaking.

The boys unanimously decided that Mr. Gregg should be the director if he would act in that capacity, and this he very kindly consented to do. Miss Levin has presided at the piano very faithfully and the boys all appreciate her service, as well as that of Mr. Gregg.

The club succeeded in working up several choruses and also some short, catchy encores which were well received at Assembly meetings.

We feel that if the boys can get started earlier in the year, that they will prove of more service as social pacifiers next year. They have done very well in that service this year considering the late start, and also the fact that there was no foundation to start with. It is hoped that this year's work will prove a foundation for the club next year. The seniors who leave the club this year do so with the hope that it will continue and prove a growing success. They hope some day to be able to engage the Stout Glee Club for an entertainment in the city in which they are teaching, while it is on one of its tours. In order that it may continue, they will leave everything with the club except their voices and these they need in their business.

The members of the club are as follows:

First Tenor

Kenneth Smith
Weston Mitchell
Max Clark
Lawrence McEnroe
Allen Whelan
Sumner Wolf
George Morrissey

Second Tenor

Wilbert Suprise
Leslie DeWolf
Jean Shannon
Monroe Milliren
William Marker
Douglas Brower
J. G. Bailie
Frank Riess

First Bass

J. R. Mulholland, President
William Gohn
Arthur Mitchell
H. R. Jenney
Oscar Raab, Vice President
Erle Hardy

Second Bass

Oscar Esch
Dudley Tinker, Sec.-Treas.
Cecil Frazier
Clyde Abercrombie
Richard Morenus
Lynn Stockwell

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OFFICERS OF ATHLETIC ASSOCIATION

President	- - - - -	Archie Milton
Vice President	- - - - -	Weston Mitchell
Secretary	- - - - -	Robert Holmes
Treasurer	- - - - -	Oscar Esch

FOOTBALL



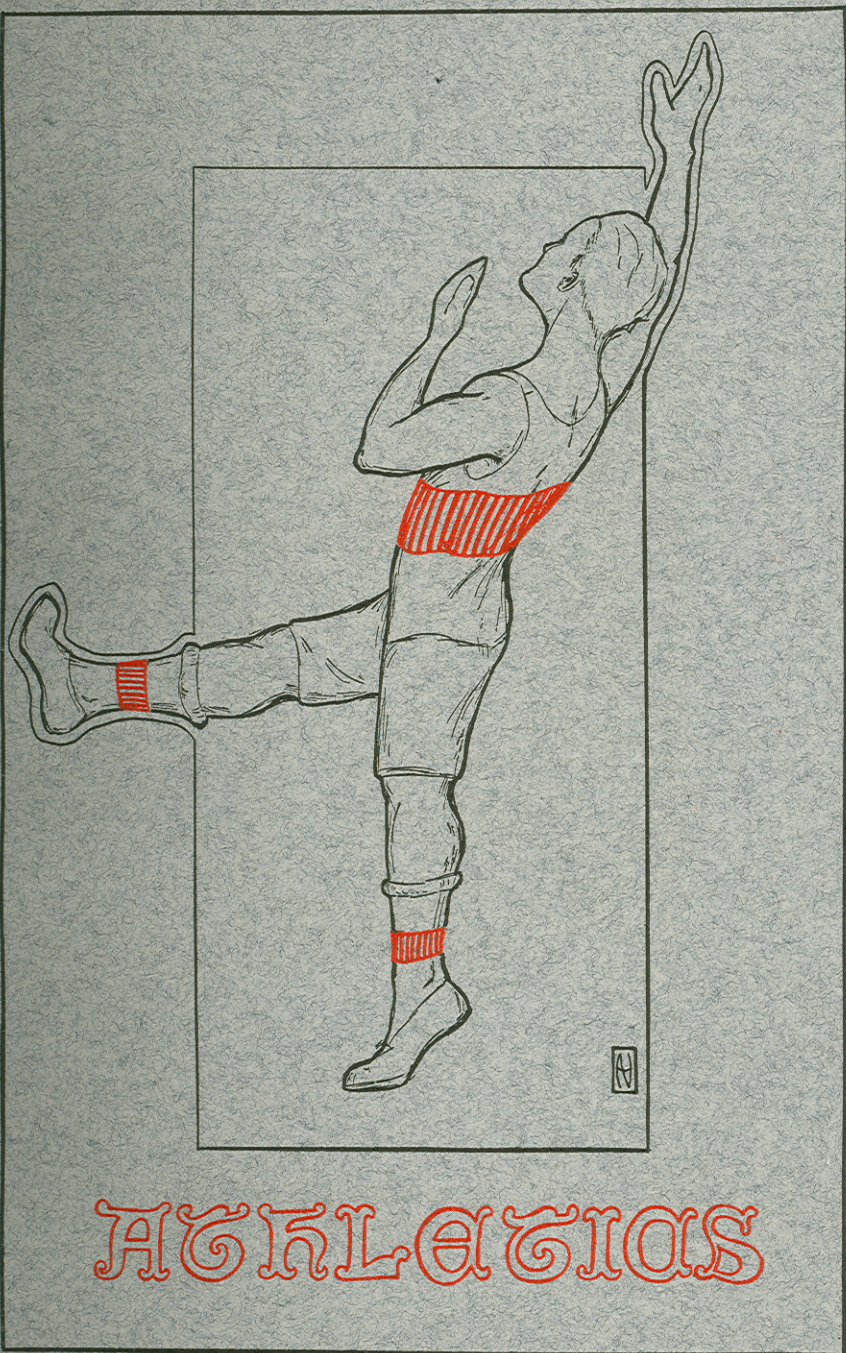
THE Institute this year for the first time in its history was represented by a football team, which participated in representative games with other schools.

Several years ago a football team was organized in Stout, but in the first preliminary game a number of serious injuries took place, and it was deemed advisable to abolish it. The students this year, at the meeting of the Athletic Association, on October 14, 1911, decided to again take up the game if the consent of the faculty could be obtained. A committee was appointed to consult President Harvey in regard to the matter, and his consent to play was finally obtained.

The team's showing was excellent, taking into account the fact that practice was not started until late in the season, and that no assistance was received from a regular coach.

The Athletic Association authorized the purchasing of suits and instructed Mr. Edick, our manager, to arrange a schedule. It being late in the season, the arranging of games was difficult, and as a result only two games could be scheduled with other schools.

The first call for candidates brought out enough athletes for two teams, and hard practice was the program until November 4th, when the team played its first game against the River Falls Normal School team at River Falls, where they were defeated by two points. The merits of our team's work are not shown by the score, for a better class of football was played by Stout, than that of their opponents. River Falls won the toss, and Stout kicked off to the 20-yard line, the ball being returned five yards. The Normal School, using an off tackle formation to a great advantage, soon had a touchdown, but their try at goal failed. The Normals then kicked to Stout, Anderson receiving the ball on his own 15-yard line, raced up the field, warding off all tacklers and planted the ball between the goal posts for a touchdown. Tice failed at goal. For the remainder of the quarter, the ball surged back and forth on the field, neither side doing any more scoring. The second quarter opened with Stout in possession of the ball, who started a march down the field with the use of fake line plunges and forward





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passes, Milton finally receiving a perfect pass from Edick and scoring a touchdown, later kicking goal. In this same quarter the Normals scored a field goal from the 30-yard line, after which the first half soon ended, with score being 11 to 8 in favor of Stout. During the third quarter neither side scored, but in the last quarter the Normals succeeded in scoring another touchdown by Stout's failure to kick at the critical moment. The try at goal failed, the game ending a few minutes later with River Falls in the lead, final score being 13 to 11.

On November 11th, our team won from the La Crosse Business University, by a big difference of 30 to 2. The game was played on our grounds, but the day being cold and the ground frozen, made playing difficult and dangerous. It was seen from the beginning of the game that Stout would win. The first score came when Tice circled the end for a touchdown after the first five minutes of play. Milton kicked goal. Milton repeated the play in the same quarter and also kicked goal. In the second quarter Tice scored another touchdown and kicked goal. La Crosse on a fumble, scored a safety, and this accounts for the two points credited to them. No more scoring was done in the first half, which ended 18 to 2 in favor of Stout. In the last half, two more touchdowns were scored by Tice, also the goals following, and the game ended with score 30 to 2 in favor of Stout.

A good start was given to football this year, and now it is up to the class of 1913 to push hard and have Stout represented next year with a team which can compete with the smaller colleges in this vicinity, and make a good showing.



BASKETBALL

THE basketball season of 1911-12 for The Stout Institute was one of the best the school has ever witnessed, for the team made a remarkable showing wherever it presented itself.

The football season had just closed, when a call for candidates for the basketball team was posted by Manager

Edick, and a large number of athletes turned out to help make a team which could establish a record equal to previous years.

The only member left of last year's team was Graven, and he was elected captain and also instructed to coach the team. Practice was started in earnest, for four new men had to be broken in. Every man was given his chance to "make good," and after three weeks of eliminations, "Eck" held down the center position, "Al" and "Mil" were seen at forward, and "Smutzie" and "Bumps" at guard.

It was decided to relight the Armory this year, and the Agricultural School, High School and Stout scheduled games with each other, the proceeds of the games going toward paying for the lights. These two games were good practice games for Stout, for on December 15th, the Agricultural School team was defeated by the score of 61 to 9. The High School game on January 5th was not so one sided, the result being 20 to 25 in favor of Stout. Taking into consideration the fact that the Stout team had just returned to the game after two week's vacation and as it was only the fourth time the regulars had been together, one can see the reason for the score.

January 13th, the Winona Y. M. C. A. came here, and were defeated 29 to 16. Blank, forward on Stout's





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1910 team, played with the "Y", but did very little damage. Y. M. C. A. rules were played, but the game was fast and interesting for the spectators.

The team decided, on its return after vacation, to adopt the Intercollegiate style of playing, but as the High School and Winona "Y" games had been scheduled, these games had to be played using the old rules.

On January 20th, the first of our Intercollegiate games, the Minnesota "Aggies" were defeated on our floor, 24 to 26. It was one of the fastest games ever witnessed on the Stout

floor, the score at the end of the first half being 19 to 9 in favor of the "Aggies." The playing of our boys was too much for them in the second half, for they could not seem to stop our bunch from making baskets.

On January 27th, the team took the delightful journey to Northfield, Minn., to play St. Olaf College. Bad luck seemed to accompany the team from the outset, for they arrived in St. Paul just a few minutes too late to catch the Rock Island train for Northfield. A sight-seeing expedition was made on the street cars to the Dan Patch Electric Line depot in Minneapolis, where they arrived just in time to catch the last car in the morning for their destination, where they arrived at 1:15. The game started at 3:00 o'clock and during the first five minutes no scoring was done on either side. The effect of the long ride soon began to tell on our boys for the "Oles" began to pull away with the long end of the score, the first half ending 17 to 7 in their favor. The second half was a repetition of the first, the game ending



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30 to 17, and registering the first defeat of the season for our boys.

The University of Minnesota Freshmen were defeated on our floor, 30 to 23, February 9th. The game was the roughest played this season, and while no serious accidents happened to the members of our team, Milliren received a cut eyelid.

February 17th, the team met its sore defeat when the Minnesota "Aggies" won from them 18 to 12, on the "Aggie" floor. During the first ten minutes of the first half of the game, no scoring was done on either side, the half ending 6 to 6. In the second half the "Aggies" spurted to their limit and won, but Stout seemed to have hard luck during this period, for shot after shot was made for the basket, but it couldn't be located. Only three fouls were called on both teams during the entire game. Hahn, while dribbling, slipped and fell, cutting his eyelid.

On February 24th, St. Olaf played its return game on our floor and the boys, remembering the defeat handed them earlier in the season by this

same team, went into the game determined to win, and did, the score being 21 to 15. The "Oles" put up a good game, and every man on their team fought hard to win. In a collision with Fevold, a St. Olaf guard, Hahn had his nose fractured and a tooth knocked out, he also presented himself in school the following Monday morning with two black eyes.

The record of the team this year is six games won, and two lost, and with the material in the school at the present time, we will look for a team next year, to equal, if not beat, the record of this year's team.



BASKETBALL

STOUT SECOND TEAM

ALL players that turned out to whip the first team into condition were given a chance to play on the second team, and for that reason no regular line-up, but only an estimate of some of the players, can be given. Anderson, the "Big Swede" had



no trouble in holding down the center position, and will no doubt be of great value to the first team next year.

Tice, Sebelius, Stolberg, Clark, and Burns, the last four mentioned being first-year men, are forwards of a high standard, and their basket-shooting caused the regular guards to watch them constantly.

Soderstron, Oltman, Reiss, Fuller, and Tinker are guards to be classed with the regulars, and credit is given to them for the manner in which they made Milliren and Hahn work to make baskets.

The scores and games played by the second team for the past season are as follows:

Dec. 15,	Stout 2nd,	60-D. C. A. S. 2nd	0
Jan. 5,	" "	27-M. H. S. "	22
Jan. 13,	" "	34-D. C. A. S. 1st	16
Jan. 26,	" "	23 Elk Mound	46
Feb. 24,	" "	17 " "	30

BASKETBALL

INDIVIDUAL PLAYERS

RED ECKLOR, center on last year's second team came out at the beginning of the season to defend his position, and so successfully did he out-play all his rivals that he was assured the position of center on the first team after only a few practices. "Eck" is a good man at center, for he can jump and guard, and occasionally make a pretty basket, but whenever time was taken out during a game, he vanished into the crowd—we all wonder where?

Allan Hahn, although small, developed into the fastest forward ever seen on the Stout Armory floor. His work at dribbling brought applause time and time again from the spectators during every game, and his basket-shooting was in a class by itself. "Al" was given charge of the general running of the team and credit must be given him for the manner in which he performed his duty. He also shot

the foul goals and made a creditable record for the season.

Milliren completed the other half of our tallying machine and his hard and consistent playing was visible during every game. One could never tell when "Mill" was going to make a



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basket, but he managed to slip in one or two, and sometimes more, during every game. As a forward he played as good a defensive game as has ever been seen on our floor, for it was very seldom that "Mil's" man ever made a basket. We will hear more of him next year.

K. Smith was to be seen playing left guard and credit is due him for the splendid work he did at that position. "Smutzie" didn't start the season with the first team, but through his rapid development, soon found a

place which he well deserved. His cool head and good floor work was of great assistance to his team mates in winning the games. He was always seen "sticking" close to his man, except when he would run down the floor to shoot a basket.

C. Frazier, substitute guard, played for a short period in only one game, his services not being needed in other games on account of the regulars sticking to their positions. This is not saying that Frazier is not a good guard, for had there been a vacancy he would have shown that he was a player to be classed with any regular.

R. Edick, our manager, gave the team a schedule never before equaled in the history of the school. "Ed-ick" also had charge of the duties of the manager for the football team. He not only acted as our manager, but also as Umpire, and his work at that



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place made a hit wherever his services were called upon. He was always on the job when needed, but during the progress of the "Aggie" game in St. Paul he was not to be found for some minutes,—and then, just with a friend.

A. S. Graven. In Captain "Bumps" Graven, the only man left of last year's team, Stout had one of the best all around players in the business. With a bunch of new material he worked up a team that represented Stout as one of the strongest and fastest teams in the history of the school.

Everyone knows how well he played the guard position last year, and this year he was stronger than ever. Not only was his playing of a very high class, but he went through the entire season without having had a foul called on him, a fact of which everyone

should be proud. On the field he was a gentleman at all times, fighting hard for his team and in this way proving his true worth as a leader.

It was through his guarding in the last half of the Minnesota game that Stout was able to defeat the strong "Aggie" team.

Although this year closes his career as a basketball player at Stout Institute, let us hope that he will be able to keep it up elsewhere by coaching or playing with some other team.

R. O. E., Mgr.



BASEBALL

SPRING workouts in baseball started in the armory as soon as the basketball season ended, and the material on hand with Captain Anderson to coach them, gives promises of a fast team.

Due to the depleted condition of the treasury of the Athletic Association, it is doubtful whether games with other schools will be scheduled this year, but games will be played against teams in the city and in nearby towns.

Captain Anderson at first plays the bag like a veteran, and his excellent stick work should win games for Stout this spring.

Quigley, our slab artist, has everything that can be expected, and he will have "them all fanning the air," striking at his curves.

With Hahn at short, Morrissey at second, and Burns at third, we com-

plete the infield. They all play their positions well, and cover ground like professionals.

Edick, Grose, Gohn, and Smith are working hard to land the place behind the plate and runners trying to steal second will find that they will have to be faster than expected before they will be able to pilfer the second sack.

Soderstrom in left, Racette in center, and Sebelius in right, form a trio of fielders which makes it nearly impossible for a ball to go beyond the outer gardens.

Oltman, Milliren, McEnroe, and DeWolf are players able to fill in their respective places with the ability of any of the regulars and while the players on the first team are working hard to keep their places, it cannot be definitely stated but that some of these mentioned may find a regular berth before the season closes.

ATHLETICS



Athletics



1912





TRACK—CROSS COUNTRY TEAM

A cross country relay race, between the combined force of The Stout Institute, Menomonie High School, and Dunn County Agricultural School against the Eau Claire, Wisconsin Y. M. C. A. has been scheduled for May 11th. The course is laid over the main road between Menomonie and Eau Claire, a distance of twenty-eight miles. Fourteen men from the three schools are expected to enter the race, each running two miles.

Earl Condie has been elected to captain the team after it has been

selected, and every evening after school, he, with a squad of athletes can be seen starting from the "gym" to take a two or three mile run through the streets of the city.

Besides Captain Condie, Tinker, H. Nelson, Heiden, Fuller, Milliren, Tapper, Frazier, and Jenney, all are working hard to make the team and after the tryouts, to be held May 3rd, we will probably see most of their names on the list of those to be in the race on May 11th.

THE TENNIS CLUB

With a membership of about twenty we are making the best of our two courts.

We lined out the Armory court early in April, which now gives us a permanent place for playing tennis both winter and summer, rain or shine. Our out-door court was put in readiness April 20th, and promises to be better than ever before, due to the generosity of the Cement Working Department, who made us a heavy concrete roller.

It was proposed that we get match games with near-by places, but owing to the earliness of the season no such arrangements have yet been made.

Several members have shown up to be the "genuine article" in playing and could give any outside team a good fight for honors in a match game.

We sincerely hope that the coming classes will keep up the interest and enthusiasm as is shown at present.

K. H. Patrick, Pres.



THE STOUT INSTITUTE

DECEMBER 8, 1910, Hon. James H. Stout, the founder of Stout Institute died, leaving no provision for the disposal of his estate. Thus the school was left with no special means of maintenance. At this time the Board of Trustees manifested to the legislature their willingness to transfer the property of Stout Institute to the State. The members of the legislature considered the matter and a bill was introduced, giving the state authority to take over Stout Institute and maintain it. At the same time the commission on Industrial Education made its report recommending the enactment of laws for the purpose of establishing industrial schools with state aid and another school to train teachers for these new schools. This report lead to the framing of a bill providing for the creation of a state board of industrial education and charged with the establishment and control of industrial and continuation schools.

This bill and the one relating to the transfer of Stout Institute were both carefully considered. They seemed closely allied, for the one bill recommended the establishment of a school for teachers of the industrial schools, while Stout Institute, with its work of preparing teachers of manual training and domestic science seemed to be similar to the one recommended by the committee. This meant a great economy for the state, for instead of spending a good deal of money in establishing a new school, they could gain one consisting of several fine buildings already equipped and possessing a high reputation throughout the entire country. All this without the expenditure of money, except for the cost of maintaining the school.

A committee consisting of Senators M. W. Perry, A. W. Sanborn, and J. S. McDonald and Assemblymen Chas. B. Perry, A. H. Shoults, John E. McConnell, R. J. Nye, and Wilbur E. Hurlburt, made a tour of inspection to the Stout Institute taking with them Architect A. D. Conover. An inventory of the property of the Institute was available for examination and the school was visited to ascertain its attendance, courses of instruction, and general efficiency.

The report of the Industrial Commission and that of the committee sent to visit Stout Institute were considered favorably, and finally incorporated into a bill which became a law July 10, 1911. This law provided for an Industrial Board which should also consist of a body named the Board of Trustees of The Stout Institute. This board was authorized to accept and hold as trustee for the state the property of the Institute. It has the power to make the rules and regulations for the government of students, to appoint the president and teachers, to purchase supplies, to maintain and govern the school as it sees fit.

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The Board of Trustees for The Stout Institute consists of the following members:

Appointive Members:

H. E. Miles, Racine, Wis., <i>President.</i>	Employers
A. S. Lindemann, Milwaukee, Wis.	of
E. E. Winch, Marshfield, Wis.	Labor
W. H. Miller, Eau Claire, Wis.	
M. Malone, Oshkosh, Wis.	Skilled
Miss Donna Dines, Milwaukee, Wis.	Employes

Ex-officio Members:

- C. P. Cary, State Superintendent of Education.
- L. E. Reber, Dean of the Extension Department of the University of Wisconsin, *Secretary.*
- F. E. Turneure, Dean of the College of Engineering of the University of Wisconsin.

Stout Institute has ceased to be a private institution and is now state property. The grounds, buildings and equipment, inventoried at \$388,617.52, provided so generously by James H. Stout, have been gratefully accepted for the State by legislative action.

The State receives more than a school of definite, tangible money value, but one that is known all over this land as an institution that stands for good scholarship and efficient teachers, and aims to turn out diligent, efficient students imbued with an appreciation of the nobility and dignity of labor and striving to be good citizens of the state and nation.

President L. D. Harvey, who has been head of this Institution ever since it was started under the name of Stout Training School was re-elected by the Board of Trustees. The members of the faculty selected by President Harvey and recommended to the Board were also re-elected. The purposes and policies that had shaped the work of the Institute heretofore were approved by the Board and are being carried out as before.



ASSEMBLY

THE Assembly notice is posted, kids,—so grab your sweaters and come along!" This was Dorothy's exclamation as she entered the house at 4:10 p. m., one Friday.

"Hang it all," — said Edna, "I haven't finished this old shirt-waist and I have to hand it in tonight—What in the name of heaven shall I do! You don't suppose they'll have roll call, do you? Just another lecture by L. D. H., I presume. I'm not going—so there!"

"Come on, Kate, we'll hand your name in, Edna, if they have roll call," yelled Dot, who by this time was half way down stairs, with Kate tearing after in a much be-inked uniform, pulling on a gray sweater as she ran. Thus for the time being, Edna was left in peace.

But not for long. "Hoo-Hoo,"—and other such calls came in through the open window so she went to see what was next on the program. What did she see? About ten girls, dressed in as many different kinds of garb as there ever were occasions. One was in a mackinaw and uniform, another in a smart black suit, and a trim neat black hat, as though going shopping or traveling; still another girl in a middy blouse and white duck skirt, oxfords and a ribbon around her hair; another was dressed in a party gown, with white shoes and stockings; and several others were in uniforms; some in coats; others in mackinaws, jackets, or sweaters.

"For the love of John, where are you all going"—exclaimed Edna. "Of all the varieties of attire!—what are you going to do?"

"Going to Assembly," chorused the crowd, and Jane yelled "come on, yourself."

"Can't, I've got this shirtwaist to finish, and Dolly says it's got to be in tonight. Hang it all!" and Edna gave a sigh.

After repeated urging, she finally relented and slammed her sewing box down, grabbed a coat and joined the restless girls in the street.

Of course they sailed into the Memorial at a crucial time. Mr. Harvey was just introducing a speaker to the school when the girls entered breathless and late. He pointed to the much-in-demand front seats, and they took them with looks of chagrin and disappointment.

The room was already crowded and many people were in the balcony—a certain noisy bunch of girls and M. T.'s at the south end of the balcony. Of course they chose this as the best vantage ground for they could advance into the foreground and gaze at the speaker, or tip-toe quietly out if they could stand the lecture no longer.

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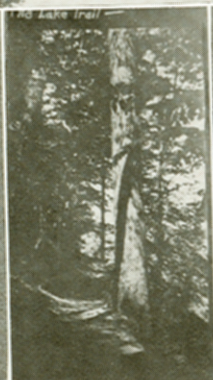
"Look! look!" said Lillian,— "There's Jean and Kate up in the balcony eating candy to beat four of a kind. I forgot to buy any."

"Lots of chance we'd have to eat it here, right under the faculty's nose," complained Edna,— "anyway I've got a toothache."

Mr. Harvey, after introducing the speaker, sat down in one of the boxes. The girls above in the upper box had pulled the curtains down and were eating cookies, and lo! and behold! a few crumbs fell on his head, which caused that gentleman to look around in surprise as if manna had descended from heaven. He located the offenders and made a mental note upon his gray matter something like this. "Miss Jones and Miss Brown are invited to confer in the office." And no doubt two trembling blue-uniformed girls had a seance with our President upon the carpet of his private office. Murder will out and retribution always follows sins, no matter how trivial they seem.

Did anybody say roll call? Well, they had it. Each pupil was to write his or her name on a slip and hand it in. Dot, not knowing of Edna's presence, scribbled her name on some paper and handed it to Mr. Curran with her own. Another of Edna's friends did the same. When the hat was passed to that wayward child herself, she handed in a slip bearing her name. And then the poor child wondered when Miss Wright called her in to ask about her presence in that august assemblage. But then—such is student life at Stout.





AROUND

MEMORIE

AN APPRECIATION of THE FOLKS AT HOME



AN APPRECIATION OF HOME FOLKS

¶ Home does not mean merely a shelter for an individual; it means a place wherein the people who love you live. Byron has said, "Without hearts there is no home," and that is true. It is the people that make the home what it is.

¶ We value our homes then for the home folks within them. There are Father and Mother who have brought us up from tiny babies to full-grown men and women. What can we say of them? How can we praise their goodness, their patience, their strength, their loving kindness? We can tell very little of that here. Many of them have had a mighty struggle to clothe, feed, and care for their children. Some of them are keeping us in school only by hard work on their part. Too much credit can not be given them for this. We should appreciate our advantages and their efforts by doing all we can to make worthy men and women of ourselves. Then their labors will be justified. There are many of us whose parents are financially blessed. Do they not also give us generously of their love, which is harder than money to obtain?

¶ There may be a few among us who forget our benefits and get the "blues;" then think of home and its people and see for what you have to be thankful. Wherever we go, there is nothing that can take the place of home or of our home folks. School life, its work and pleasure, may delay a letter and bring new thoughts into our minds but these can never supplant home. The home folks are the nearest, truest and dearest, and never-to-be-forgotten. In recognition of these facts, we devote these pages to the folks at home.

CRITICISM OF MECHANICAL DRAWING AS TAUGHT IN THE HIGH SCHOOLS OF WISCONSIN

Professor Phillips, of the University of Wisconsin, says that if a student in the high school is taught how to make a good line and a good letter, he is prepared for the work in the University. Technique then is the important thing. It, at least, is the first essential. Then if, besides some technique, the student may be given some theory and practice, he will be so much better equipped. But the schools must not design courses to prepare students for the University only; but to prepare him for the work in drafting office by making him competent as a tracer, a pencil draftsman, a blue printer, or a designer; to prepare him for the work in pattern making and machine shop work by making him able to analyze machine drawings correctly; or to prepare him for the building trades by giving him the power to analyze architectural drawings, or the principles underlying house planning and construction. Mechanical drawing can no more justify itself in the school curriculum on the basis of educational value, that of mind and hand training, valuable as these are. But it must give, besides this training, a vocational value, making the student better able to earn a livelihood upon leaving school.

There are four criticisms upon the work in mechanical drawing now prevalent in the public schools of Wisconsin, that the writer wishes to make. One of these is the copying of plates from the Correspondence School books, or from drawing books. This work can have but one value, which in itself is decidedly important—that of giving practice in the use of instruments, tending toward making the student proficient as a technician. Because of this, a limited amount of copy work is allowable and commendable. But it is far more important, after he has gained the power of expression, to get ideas to express. The writer has had students in his classes who have been copying problems in orthographic projection from drawing books for an entire year, but who showed absolutely no tangible knowledge of the principles underlying the subject. In machine drawing, if the student copies a drawing of a pedestal bearing, it does not follow that he can make a sketch of an actual pedestal bearing put before him, where he is put face to face with choice of views, selection of sections, proper cross hatching, picking out the necessary dimensions and placing them where a shop man would look for them, and the placing of all necessary knowledge on the drawing. Here every step is a judgment based upon theory of projection, and knowledge of pattern making and machine shop work. The technique of the drawing can be developed as well as when the student copies a sheet, besides getting the theory underlying the drawing.



A second criticism is that instructors give too many exercise sheets to be done. In visiting the drawing class in a large high school of the state recently, the writer found that about one-half of the work done in mechanical drawing was exercise work. An exercise sheet is valuable in a certain few fundamental processes, such as conventional lines, curve work, and compass exercises. An exercise sheet should set the standard and should reach the aim for which it is done. If an exercise sheet is given to teach irregular curve work, it should be done and re-done until the student becomes proficient with the curve. Too often an exercise sheet is done but once when it ought to be done twice or three times until the aim has been reached. A sheet never loses its value in being re-done, if the student gains skill in the process. Let us take an exercise sheet to teach conventional lines, one of which is the invisible edge line. This line is not an easy line to make. The aim is to make dashes one-eighth inch long and leave one thirty-second inch spaces; to make them absolutely uniform and the dashes of even texture. The mere attempting to reach the aim is not enough, but the results must test up to see that the aim has been reached. A few lines are better than many, as the pupils get careless repeating the same line too many times.

A third criticism is that too much ink work is done in the high schools at the expense of the pencil work. Instructors of manual training seem to think that in order to draw, the student must possess a full and complete set of instruments. This is a mistake, as it often excludes drawing from the course, or students from the drawing course. At the Stout Institute, the work in the freshman and sophomore years is all done in pencil, entailing a cost of only about \$1.70 for a compass, a rule, wooden T square, wooden triangles, and a 3H and 6H pencil. The pencil technique of a drawing is very important when it is found that in shops only about one out of a hundred is inked. The drawings are penciled and then the tracing is made. To prepare for tracing, it is excellent training to have some of the drawings inked, as it is cheaper. But it isn't necessary to have ink work in the high school at all. There is not a lengthy step from the pencil technique to the ink technique and in a school where only a small amount of work is done, inking may be left out entirely. All the work from lettering, theory of projection, through machine and architectural drawing, may be done in pencil. Surely the average high school need not run out of work because it can't do ink work. In case a little ink work is desirable, a ruling pen may be added to the set, thus limiting all the inking and tracing to straight line work.

A fourth criticism is that too low a standard of technique is obtained from students. It has been proved conclusively that in the eighth and ninth grades the students can reach a very high standard of work. They can do this as well, or nearly so, as when the student is twenty years old. The watchword for the teacher is "eternal vigilance." Nothing more industrial can be sought for in the work than excellent technique. There is no better training for the boy. The reason for low standards is due largely to the fact that the teachers themselves



have a very low standard, and then do not insist on the students correcting their errors. If an error has been made, the instructor calls the student's attention to it, and usually tells him that next time it must be made better. It is a well-known fact that the impression made through the muscular sense in these cases is stronger than that made through the sense of hearing. Therefore, the wrong impression made by doing a process wrong is the stronger, and as far as aiming at a standard of technique, it might have been better had he never attempted the process. First of all, a sheet of mechanical drawing should be correct. If it is not, the instructor should not accept the sheet. The greater education comes from the correction of errors, and not through the making of them. The shops demand this. When we know that it has often entailed the loss of hundreds of dollars to make an invisible line for a visible, we see the industrial value of accuracy. The correcting of sheets and making the proper criticisms is the duty of every instructor of mechanical drawing. The sheet should not be accepted until the instructor has made his criticisms, and the student has corrected the errors of thought and technique.

The instructor's knowledge, skill, experience, and ability to teach, determines entirely what the class will do in the subject. If his standard of technique is poor, the technique of the students is sure to be poor; and if he has not been a visitor of shops, to see what is required, the instruction will not be of a practical nature. He will let the students copy work; pay too much attention to exercise sheets because they are so good to keep the class busy without much effort on the part of the instructor; will let the students ink all their sheets, thus killing more time; and will lay too little stress on technique of any kind. That a student is put into a mechanical drawing room it does not follow that he will become a master of drawing. The instruction must be systematic, classified, and then eternal vigilance must be exerted to see that the work is done.

April 25, 1912.

G. G. Price.

RECORD AND COST KEEPING IN SCHOOL SHOPS

I shall discuss briefly particular methods for the machine shop, although they may be adapted to any shop with a few minor changes.

A system to be ideal should be simple, accurate, and as nearly automatic in its working as possible. To obtain simplicity, authorities seem to agree that cards or a combination of cards and forms are the proper materials to use. The cards should be printed and the information should be such that the student has but to fill in certain figures or other small data as the bulk of the information is printed on the card. In some cases the card can be so arranged that a check mark is all that is necessary to record a given condition.

To handle cards properly, suitable racks should be provided, each being

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properly labeled to avoid the confusion which is caused when cards are out of place.

To aid accuracy, the cards should have provision for entries at the close of each period so that the record will be made at the time and thus prevent the trusting to the memory. It is well to have the records on the cards cover but a short period of time so that the accuracy of the system will not be affected to a great extent if a card should be lost.

As an example, suppose we employ a time card for the exercise work. If we have a new card for each exercise, the student can generally replace it at the time, from memory in case a card is lost. If the card holds the record for the year, the loss of one near the end of the year is a serious matter.

In the machine shop of the average school the records can be easily handled by providing a card for the time record, a card for the stock record, and an assignment board. The data should be transferred from the time card to a class or grade book when the work is graded. The stock cards can be filed under the name of the student in a suitable case in the tool room and at any time the record should be complete to date. The time record should be brought to date at the close of each period by every student. I shall now describe briefly the systems

I have used satisfactorily.

THE TIME RECORD

On the first line after word "Name," the student enters his name; after "Date," the date of the beginning of the exercise; after "Job" the name of the piece started. In the column under "Machine" will be found the names of the machines which are among the equipment. To the right will be found column under "Time" which corresponds to the day of the week. At the extreme right is a total column. At the bottom of the card is to be found a place to enter the number of pieces and also the "Total Time."

To handle the time cards we will need two cases, one containing two pockets and labeled New "Time Cards" and "Finished Work" respectively.

The other case, the individual card case, should be labeled with the name of the class or section number and should contain as many pockets as there are men in the section. This case is to hold the cards while the work is in progress.

THE STOUT INSTITUTE MACHINE SHOP TIME RECORD												
Name <u>John Smith</u> -----												
Date <u>April 2, 1912</u> -----												
Job <u>Hexagon Nut</u> -----												
MACHINE	TIME					TIME					TOTAL	
	M	T	W	T	F	M	T	W	T	F		
Lathe		3	3	3	3	1/2					12 1/2	
Planer												
Shaper												
Drill P												
Miller						1/2					1/2	
Grinder												
Bench												
SpLathe												
Total Time.											13	
No. of Pieces <u>One</u> -----												



THE STOCK CARDS

The stock cards should be of the same size as the time cards, but should be printed on a different colored stock.

At the top of the card will be found places for name, date, and job. To the left is a column, "Number of Pieces." To the right is a column, "Kind of Material," "Size," etc. At the bottom is a line after "Approved By" for the signature of the instructor.

Two cases will be needed to handle these cards, one at the desk, labeled "New Stock Cards," and a filing case in the tool room which should be large enough to hold about twenty cards under each name in the enrollment of all the classes.

The stock for the various exercises should be kept in the tool room and issued only in exchange for a properly executed card.

THE ASSIGNMENT BOARD

The purpose of the assignment board is twofold; first, it shows what machines are being used, and second, by whom they are used. Each piece of equipment should be marked with a number in a conspicuous place. A record is made on the assignment board by numbered pegs which fit in holes opposite the slide which are to receive the cards. There should be as many slides as there are pupils in all the classes. It is advisable to have as many sets of pegs as classes, for the assignment often runs days at a time without changing entirely.

If the equipment is large, sixty or eighty pieces, and the enrollment large, two hundred or more, it may be advisable to run a demerit sheet which is posted once each week. On this sheet are posted the common irregularities with their demerit values together with the demerits for the week. This aids the student to remember to leave the equipment in proper shape.

To illustrate the working of the system, we will take up in their order the steps taken by a student in making a hexagon nut exercise.

The instructor assigns the exercise to the student and at the same time assigns him to a machine. This is done by putting the numbered peg which

THE STOUT INSTITUTE MACHINE SHOP STOCK RECORD	
Name	<i>John Smith</i>
Date	<i>April 2, 1912</i>
Job	<i>Hexagon Nut.</i>
NUMBER OF PIECES	KIND OF MATERIAL, SIZE, SHAPE.
<i>one</i>	
	<i>Coating —</i>
	<i>1½" hex nut.</i>
APPROVED BY <i>J.H.</i>	

SECTION A H-SCHOOL		SECTION
ARNOLD E.A.	○	ANDERSON
BENNET R.R.	12	ARNET
BOYD E.M.	26	BROWN
CLARK P.	18	BROWN

corresponds to the machine, in the hole in the assignment board by the student's name. The student gets the blue print for the hexagonal nut from the rack and he sees at once that he will need a casting of suitable size and shape. Then he goes

to the desk and takes two cards, a stock card and a time card. The stock card he fills as follows,—“Name,” John Smith; “Date,” April 2, 1912; “Job,” Hexagonal Nut; “Number of Pieces,” One; “Kind of Stock,” “Size,” etc. Casting for $1\frac{1}{2}$ -inch Hexagonal Nut.

On the time card he makes the following entries: “Name,” John Smith; “Date,” April 2; “Job,” Hexagonal Nut. This card is then placed in the unfinished work case until the end of the period.

The stock card is then approved by the instructor and the student draws the casting from the tool room, leaving the card which is filed under his name.

The student then proceeds with his work. At the end of the period he enters the time on the time card in the proper place opposite the name of the machine in the column under the proper day.

At the beginning of the next period the student looks at the assignment board to find his assignment. In many cases the assignment is not changed until the student has completed all the lathe work. When the lathe work is completed, the student enters the total of the time put on the lathe work in the proper column and reports to the instructor for assignment to the milling machine. This is done by changing the pegs as before.

At the conclusion of all the operations, the student completes his time card and puts it in the finished work case. He stamps his name on the work and hands it in to the instructor for approval. If the work is satisfactory, new work is assigned at once.

The object of the assignment board is to enable the instructor to tell at all times who is responsible in each section for each machine. This enables him to place the blame for any unreported breakage, any neglect in proper cleaning,

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or other irregularities. The instructor is also able to assign in advance the proper machine for each piece of work, when he is planning the work for the period. This avoids the delay at the beginning of the period of several men waiting to be assigned. This is a serious matter when the class is large. The instructor can always tell at a glance if he has any place for those who desire to do extra work.

THE CLASS BOOK OR LEDGER

SCHOOL <i>Stout</i>		SEMESTER <i>First</i>						NAME <i>Smith J.</i>			DATE <i>11-12</i>	
EXERCISE	LATHE	PLANE	SHAPER	DRIILL P.	MILLER	GRINDER	BENCH	SP LATHING	TOTAL TIME	NO. PIECES	GRADE	REMARKS.
<i>Hex Nut</i>	<i>12 1/2</i>				<i>1/2</i>				<i>13</i>	<i>1</i>	<i>90</i>	<i>First attempt failure threads poor.</i>
<i>Screw Model</i>	<i>20</i>		<i>6</i>	<i>1</i>	<i>3</i>		<i>2</i>	<i>1</i>	<i>33</i>	<i>1</i>	<i>95</i>	<i>Finish poor.</i>

The data contained on the time cards should be entered in a class book as follows:

The heading of the page has a place provided for the name of the school, where is entered the course the student is enrolled in, as, Stout, Trade, High School, etc. After "Semester" is entered the semester or term. After "Name" is entered the name of the student. After "Date" the date, as, 1911-12. In the first line is found the headings of the columns, the use of which is obvious. If the time is kept to the nearest one-fourth hour, the results should be sufficiently accurate.

A study of the pages of the ledger will enable the instructor to discover the following facts: The average time of the class on the lathe work of the hexagonal nut exercise is ten hours. It is evident at once that John Smith was below the class average on the lathe work. If his lathe work shows a low average for all the exercises, it will indicate that he needs assistance or additional practice in this subject to bring his work to the proper standard. A later investigation will generally locate the trouble so that it may be corrected. It is likely that on some of the other work that John Smith is above the average. This fact is also immediately seen.

The time put on each operation on each machine is recorded and this makes it easy to organize the work for each student so that he gets a well-balanced experience. The instructor can at any time tell the exact condition of each of the men in his classes, and assign the work so that each student gets practice in the particular phase of the subject which is most in need of development to round out his experience and make him equally efficient in all branches of the work.

Foster F. Hillix.

OUR MUTUAL FRIEND



MENOMONIE, WIS.

STOUT ANNUAL 1912



One of the essential things that goes toward making a good school is the advantage of being established among beautiful surroundings and in a wholesome atmosphere for its life and growth. In this respect, we



consider that Stout Institute is one of the most fortunate of schools.

It would be a strange student indeed to whom the refreshing beauty of Menomonie fails to appeal. Its well-laid-out streets

and splendid old trees never fail to draw forth an appreciation and the students will long remember the pleasure gained in trips to such places as the "Creek," up the "River," Bubbling Springs and Paradise Val-



ley. Year by year the citizens have steadily striven to make their city a cleaner and more beautiful one. They have been keenly alive to every opportunity for bettering conditions and today few cities in the



STOUT ANNUAL 1912



Northwest, of equal size, can rival Menomonie's natural beauty.

Its citizens are hustlers in every sense. Although industrially, Menomonie is just at the beginning of its climb, still



with the firm footing that has been established, prospects for future growth in industries are very bright.

Menomonie is not only beautiful, it is a city of ideals. Its

citizens are educated and cultured. They demand and receive only that which is best in music, drama, and lectures. Schools and churches are of a high order and have done much to inspire higher ideals and to



place the people on a higher plane intellectually and morally.

Altogether it is a prosperous city of beauty and high ideals, a place that makes a good school city.

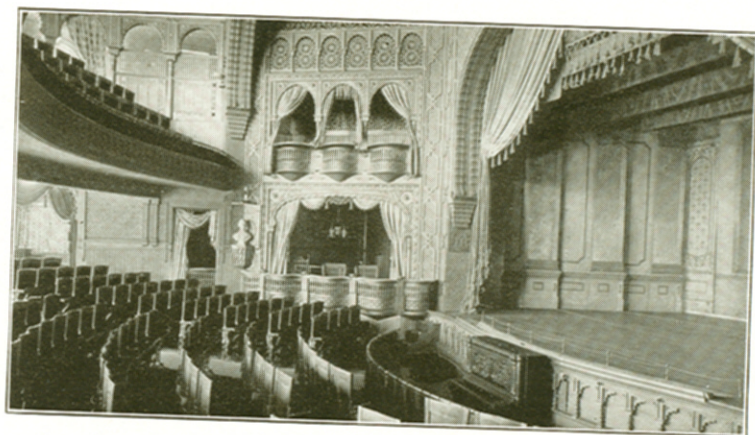
K. F.



STOUT ANNUAL 1912



ART MUSEUM, THE STOUT INSTITUTE



INTERIOR, MABEL TAITER MEMORIAL



SEEING "MONOHONY" ABOARD A SIGHT-SEEING CAR



LADIES AND GENTLEMEN, let me introduce you to the city of Menomonie, the home of The Stout Institute, the Trade School, and other notable institutions of equal magnitude and magnificence in architecture and construction. Several suggestions have been made to change the name of our city to Me-no-money or something of a like nature, because of the conditions it brings about to the financial affairs of the students here. The people of Menomonie are very prosperous, they have but one sole, united, undivided aim, and that is to part the Stout inhabitants from a good part of their real money and they succeed very well in accomplishing their aim.

Now please turn your attention to the scenery. On your right you see Wilson Creek. Fishermen claim it contains trout, but on Sunday afternoons it is usually full of suckers. Its banks often resemble an orchard, judging from the number of peaches and pairs to be found under its trees. To your left you see the dam in more sense than one. That is the imposing structure the Stout students responded so nobly to help reclaim. The returns of the donations amounted to \$45.02. Speak up, generous soul! Who art thou who generously gave those two extra cents?

Strain your eyes across the lake. Do you see that drawn-out building with the tower in the center? That is the city boat-house. You can rent boats and canoes there for sixty cents an hour if you want to—and provided of course——. That building is a large factor and has a great influence over the Stout students. It is the cause of more broken hearts, rules, and pocket-books than any one other thing in the city. In front of you, you see the Flour Mill; it manufactures a good brand of flour which is much used to a good advantage by the D. S. girls. To your left you see the City Water Works, a most wonderful plant, in fact the only one in existence capable of pumping five per cent of sand along with the water, through the mains to your faucets.

This is not Pikes Peak; just an end of Broadway which fell over the edge; we expect to have it graded when we put in our trolley system. On top at last! To your left is Tainter Hall, inhabited by Stout girls on week days and the fellows on Sunday afternoons. That gray building next to it is not a convent, but merely the Annex. They had to build that addition to hold the overflow. The girls are attracted to Menomonie because of the brilliant social life in vogue here. Most of the ladies at the Annex have another year to serve. That bunch of girls is not a V. N. squad; this is the official uniform of the D. S. Department of Stout.



STOUT ANNUAL 1912



It makes it easier to corral them at 7:30. Do you see that hard-looking customer sneaking around in the side street. That is one of the Manual Training students who voted at the city election. He has forgotten the coaching Mr. Bundy gave him, and does not want to answer questions. That large yellow house on the corner is where President Harvey lives. Rather a convenient location, is it not? Yes, it is—not for us students who happen to be detained in the north end of town after 10:30. But if you are sly enough and smooth enough, you may perhaps slip by his ever-watchful, far-reaching, all-seeing eyes. And perhaps not. If not, you will have the pleasure of a private conference with Prexy. To your right you see one of our places of pleasure. It is Grand. A change of pictures every so often, and if you stand around long enough you are sure to find a seat.

A little ahead of us you will see the Trade School. It is that imposing structure on the corner of Broadway and Main. The architecture is all right in its place, but it hasn't any place. That noise inside is only Thompson's conception of the proper way to speak the American language. Here we have the Monte; any time you wish to talk to anyone on Saturday night, call up the Monte and you have your party. It is also the home of the accessible, raisable check, and is more or less of an information bureau. When in doubt, 'phone the Monte. The Monte has beautiful interior decorations, and boxes where public eyes are avoided, but alas for the backing of mirrors. Ask Bailie.

Hats off! Here we are at the one true attraction of Menomonie "Stout." See that tower and that clock. Citizens swear by it, traveling men who lose their trains, AT it. The rest of the building belonging to the tower is the Stout Institute. Notice the beautiful color scheme—white overalls and jackets, and blue dresses. I believe they had to furnish this garb to the students to distinguish them from the H. S. freshmen.

Yes, I know he looks it, but positively that is not the Duke of Connaught; that is Charles Eslinger. That roll he has under his arm is not wall paper, that is a part of his lesson plan on how to plane a block square. Neither is that a guard at the entrance. That is Harold S. lingering so he will be sure to walk home with Lucile H.

That double building there of red brick is the Gym.; the home of the Commercial Club athletes and poker sharks. That awful racket going on in there just now is the Clark-Brower combination let loose on a favorite brand of rags.

To your left you see the Yellow Lodge; an experiment in both exterior and interior finish. Mr. Buxton says it is poor design, because there is nothing good in it to recommend it. Would you believe it, but there are thirteen spacious well-arranged apartments within its walls. A little farther on is another building experiment equally as well planned as the "Yellow Lodge." It is the home of the "Home Winners." Stay here, gentlemen; it isn't safe to venture in. Some one dropped Anker there once, and he's there yet.

STOUT ANNUAL 1912

Take a glance backward at the clock in the tower; you will notice that the east face is five minutes behind the north face. The west face equally as much behind the north face, and the south face also as much slower than the west face. It is a kind of a graduated, patented works. The main reason for this deception is to make visitors believe it takes that long to walk around the building.

Directly opposite the Cottage is the Dunn County Agricultural School. Here they are taught to milk cows, do arithmetic, and play basket-ball. In the rear is the forge-shop. Willard and Peter hated to leave it. They said it looks so familiar and so much like home. I don't know why, but I noticed that the windows had bars across them. It isn't safe to venture on its steps except by daylight, because of the architect's foresight in making double sitting room.

We are now on Wilson Avenue. One of Menomonie's best residential avenues. Along it can be found "The Castle," the court house, and the park. The only objections to the park is that the city has invested too lavishly in lights to make it very popular. Around this section of the city is the jail, the sixth street dormitory, the home-makers dormitory, and other buildings of a like nature. Wilson Avenue also leads out toward the asylum.

These are about all the attractions I am at liberty to mention; there are no doubt others—some kind for some people, and other things for others. If the things you are looking for aren't here, you will no doubt find them some other place, but the things mentioned are all here decked out in all their glory, each helping itself while it helps others, and all helping the bank account of the landlord. Live on, Menomonie! Live on and prosper, and may your attractions grow, and we will try to do the same!

W. A.





THE STOUT ALMANAC

Containing in Chronological Order the
Great Events of The Stout
Institute, for the Year
1911-1912

and giving

A Weather Record, the Names of Prominent
Students and Climaxes as Effected by
Astronomy and the Signs
of the Zodiac

A Wonderful Historical Record

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SEPTEMBER HATH 30 DAYS

- | | | | |
|-----------|---|-----------|---|
| Mon. 11. | School begins. Tuition raised some. Town boys spend all their spare change traveling back and forth from the Junction. | Wed. 20. | Heidecker and Kendall back with us. |
| Tues. 12. | Strength tests in machine shop, lugging iron doors. We get a look at the juniors—was it possible we were that unsophisticated last year? | Thur. 21. | Met Shannon and M. Ferry canoeing up the Creek. Beautiful scenery. |
| Wed. 13. | Fair week and an afternoon off to see the aviator soar. Whom do you suppose it was? Louise Andrae. | Fri. 22. | Farewell dance to the Town Girls—Smith's Hall. |
| Thur. 14. | Assembly 4:10 in the Armory L. D. H. lays down the "Rules and Regulations for the Guidance of Students in Attendance upon Stout Institute." | Sat. 23. | Welcome dance to the Stout Girls—Smith's Hall. Did you see the spliffy new gowns? |
| Fri. 15. | Country Fair very popular. Another afternoon off to sit on the grandstand! | Sun. 24. | Cooper went to church (?) Sunday night. |
| Sat. 16. | Stout Picnic at the Point. Such a bunch of Juniors. "Uncle Sam" and canoes crowded! Seniors beat Juniors 11 to 4 in baseball. | Mon. 25. | E. Archibald overslept and missed classes. Thought it was the good old summer time. |
| Sun. 17. | Did you go to church or did you study? | Tues. 26. | Rain—E. Ferris lost her rubbers. Formation of the Two by Two Society. President, E. Sverdrup; Vice President, Lucile Hust; Secretary, M. Reynolds; Treasurer, Wm. Gohn. |
| Mon. 18. | We begin to think "life is one horrid grind." Practice classes begin. | Wed. 27. | Sverdrup's alarm clock goes off in Norwegian—Mr. Cooper forgets to get up. |
| Tues. 19. | The first Senior Class Meeting. Officers elected. | Thur. 28. | Did you see Smith and M. Lowery strolling in the rain? |
| | | Fri. 29. | Charlotte Heydon doesn't eat between meals. |
| | | Sat. 30. | Saw Anne McK. and Carter together! Buzz! |

OCTOBER HATH 31 DAYS

- Sun. 1. Shannon falls in love with Alice McCoy.
- Mon. 2. Mr. Jimerson tells the value of sanitary traps to the fair ones.
- Tues. 3. It rains.
- Wed. 4. More umbrellas and rubbers, signs of wet weather.
- Thur. 5. Oh, my! how it rains!
- Fri. 6. Miss Pearson of the Y. W. C. A. speaks to us at assembly.
- Sat. 7. Kate Mathews goes to Chippewa Falls and buys her green hat.
- Sun. 8. Grabow goes fussing. What do you know about it?
- Mon. 9. Mr. Olson sick—it might have been worse.
- Tues. 10. Rain.
- Wed. 11. Wet weather and more to come.
- Thur. 12. Miss Ferry goes home.
- Fri. 13. Shannon announces that he will be unable to come to the reception.
- Sat. 14. Senior Reception, Oh, my!
- Sun. 15. Louise Andrae and Abe Heiden receive a shower of tomatoes.
- Mon. 16. Great revival of students without their lessons.
- Tues. 17. E. Larsen has a painful shoulder.
- Wed. 18. An epidemic occurs—many Juniors get homesick.
- Thur. 19. Dr. Knowitall recommends "Get together" for home sickness.
- Fri. 20. If we wouldn't have assembly tonight we would be doing something else.
- Sat. 21. Seniors take their annual bath; Smith, Durbahn, Miss Lowery, and Miss Lishering upset the canoe.
- Sun. 22. Everybody goes to church.
- Mon. 23. Larsen and Biddick take their annual bath.
- Tues. 24. Doomed—the school without a football team. We start one.
- Wed. 25. Rain.
- Thur. 26. Doc. Anderson's sister comes to see him. He takes her to a dance.
- Thur. 27. Edick has a black eye this morning.
- Fri. 28. Halloween party at the Hall.
- Sat. 29. Durbahn and Miss Lishering go to Paradise Valley.
- Sun. 30. This day spooks come to life.
- Mon. 31. The school wasn't spirited away either.



Eight O'clock A.M.

ANECDOTE

In course of study one bleak and wintery day, Professor Elzinga was heard to impart the following heartrending information. "Boys, the butter on the bread will get mighty thin when there are nine in the family and only nine per week coming in." Whereupon the bright youth, Shannon spoke up, "What do you know about it?"

HAROLD SVERDRUP IN CLASS TALKS

There's a speck in the eastern horizon. It is coming this way. We look at it but we can not distinguish its form. Nearer it comes. Now it looms up before us. It is the car of "Golden Opportunity." I say, gentlemen, catch on and take a good long ride.

USEFUL HINTS

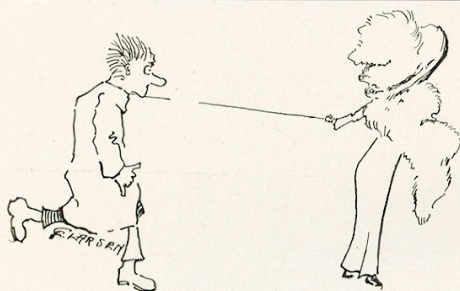
Hunger may be relieved by helping yourself to the proteins CH_2O , etc., or anything else found in the ice box.

To avoid getting holes in the uniforms during chemistry lab., remove uniforms.

Heard in household management. "In the hall it is necessary to have a seat where one can sit down." One or two?



NOVEMBER HATH 30 DAYS



NOT AT STOUT

ANECDOTE

A certain professor in chemistry in the Institute is noted for his ready understanding of difficult situations. One windy day, during his lab. period, Miss S—had occasion to go to the dark closet for some chemicals. The wind was blowing violently. "If some one does not close the door immediately," said Miss S—, "I will be obliged to stand on my head to keep my feet warm." Whereupon Mr. M— remarked, "I shall do so at once."

RIDDLES

Miss P—, In English,—“Mr. Condie, who is Iris?”
Condie—“Iris is the god of love.”

Why is Mary Carrbury like an oak tree?
Answer—She isn't.

FASCINATING FACTS

Kate McKenzie in Dietetics—“Cow's milk does not form feautulent clots on the digestion.”

Teacher in Design.—“There is design. There are only a couple of us in this building who know how to do this.”

Miss Spohr—“Give the properties of O and H.”

Miss Hamilton,—“Hydrogen is gas, it does not combust.”

A LAB. TRAGEDY

Said Atom unto Molly Cule,
Will you unite with me?
And Molly Cule did quick retort,
There's our affinity.

Under electric light plant's shade,
Poor Atom hoped he'd meet her.
And she eloped with a villain base.
And now her name is Salt Petre.

- | | | |
|-------|-----|--|
| Wed. | 1. | Tag day. Mr. Eliason is a T. W. |
| Thur. | 2. | M. T.'s are beginning to lay in their winter supply of sweets—D. S. products. |
| Fri. | 3. | Another assembly. We gather for a sing. Glee club shows signs of another spasm. |
| Sat. | 4. | Football. Stout 11, River Falls 13. |
| Sun. | 5. | Day of Rest. |
| Mon. | 6. | Mechanical drawing students please wait until the hall is crowded with D. S. girls before passing. |
| Tues. | 7. | Carpet Day. Holes there by 6:00 p. m. |
| Wed. | 8. | Mass meeting called to yell. Not enough there to do any thing. |
| Thur. | 9. | Another mass meeting for the same purpose. Big crowd (12). |
| Fri. | 10. | Mr. Curran burns the lead crucible and after Mr. Elzinga's admonition. |
| Sat. | 11. | Football, La Crosse 2, Stout 30. |
| Sun. | 12. | Cold as everything. |
| Mon. | 13. | Annual board begins to air their brains. |
| Tues. | 14. | Snow. |
| Wed. | 15. | Lost—Girl near Tainter Hall. Return to Walter Anderson. |
| Thur. | 16. | Nothing doing. |
| Fri. | 17. | Confession in chapel. |
| Sat. | 18. | Returns of Minnesota and Wisconsin game at the Majestic. |
| Sun. | 19. | Mystery. Where did Stollberg sleep last night? He did not have permission from the office either. |
| Mon. | 20. | New song, “In uniform.” |
| Tues. | 21. | Snow covered the tracks, but we hear of the popularity of the Scott house. |
| Wed. | 22. | Strayed—Francis Durbin's eyes. Finder leave at the Monte. |
| Thur. | 23. | Lest we remember “The Giddy Plumbers,” Unaccompanied. |
| Fri. | 24. | New batch of rules distributed at assembly. |
| Sat. | 25. | Mr. Gohn has the inspiration to dig his desk out from the surrounding debris. |
| Sun. | 26. | Solo, by A. Garvin, “Hold Thou My Hand.” Accompanied. |
| Mon. | 27. | Skating on the lake. |
| Tues. | 28. | Found, a mitten. Return to M. Ferry. |
| Wed. | 29. | Everybody begins to fast until tomorrow. |
| Thur. | 30. | We are all thankful for Stout Institute. |

DECEMBER HATH 31 DAYS

- | | | |
|-------|-----|---|
| Fri. | 1. | Kid party given at the Hall. |
| Sat. | 2. | Turkey hash served in boarding houses. |
| Sun. | 3. | Resolutions to abstain from fowl during Lent. |
| Mon. | 4. | School opened, several detained because of illness. |
| Tues. | 5. | Bailie tries out for the B. B. team. |
| Wed. | 6. | No heat in the plumbing school. |
| Thur. | 7. | Grabow leads the gym class. Who next? |
| Fri. | 8. | Heidecker loses life blood on the jointer. |
| Sat. | 9. | Hat show. Nice refreshments served which are of no inducement. |
| Sun. | 10. | Snow, but hats appeared at church. |
| Mon. | 11. | Another of Mr. Elzinga's blue Mondays. |
| Tues. | 12. | Esch and F. Bernheisel have a controversy in psychology. |
| Wed. | 13. | Elzinga—"Gentlemen, what we need here is less pedagogy and more common sense" |
| Thur. | 14. | R. Lewis inquires of station agent at 7:30 a. m., what time the 2:20 train leaves for St. Paul on the 19th. |
| Fri. | 15. | Stout beat the Aggies 61 to 9. |
| Sat. | 16. | At 8:00 a. m., R. Lewis wonders if the St. Paul train will be on time. |
| Sun. | 17. | Trunks packed for the vacation. |
| Mon. | 18. | Farewells began to be said. |
| Tues. | 19. | Off for the holidays. Menomomie a vacuum. |
| Wed. | 20. | M. Clark walks down by dorm. for old time's sake. |
| Thur. | 21. | Condie sends several special delivery letters. |
| Fri. | 22. | Graven is heard whistling something that sounds like, "Somebody's gone to the country." |
| Sat. | 23. | Condie, Clark, and Graven discuss mutual sorrows. |
| Sun. | 24. | Condie sees no advantages in mistletoe. |
| Mon. | 25. | C. Clark makes a trip to the cities. |
| Tues. | 26. | We hear Miss Heighton is to return on the diamond special. |
| Wed. | 27. | Dark and cloudy. Snow. |
| Thur. | 28. | Rain. |
| Fri. | 29. | Dark and cloudy. |
| Sat. | 30. | Colder than blazes. |
| Sun. | 31. | Two days more. |

ANECDOTE

A student in home nursing being asked by the teacher to elucidate on paper the nature of a counter irritant, replied that it was used to draw information, greatly to the dear teacher's edification.

CONUNDRUMS

Teacher, in H. and S. E.—“What love stories would you recommend to young girls to read?”

Answer—"Success won through effort."
Question—"Why is an infant not able to digest the same food as an adult?"

Answer—Because the internal arrangements are different.

FASCINATING FACTS

Just because Patrick has legs like a canary it is no sign that he is a good singer.

DID YOU EVER

See Stout Girls in church Sunday night?
Learn all the "Rules and Regulation?"
See a mad rush when a man hove in sight?
Observe Miss Cushman's curl?
Hear the clock strike seven-thirty?
See an application blank?
Find out about Madge Lowry's latest crush?
See Belle Pepper's anchor?
Hear Bailie in the Monte?
Have shouted at you, "What of it?"
See Miss Bisbey wash dish towels?
Want to study in the library, sitting next
to Cora Pelkey?
Meet the faculty after seven-thirty?
Walk down the street with a man?
Find out what ammunition Olga Kinney
uses?
See Pete Krogstad three times with the
same girl?
Read letters of the alphabet C. O. D.
(collect of Dad)?



JANUARY HATH 31 DAYS

PREDICTIONS

The seniors will have more or less work to do than in any other month. Most everybody will be broke. Mr. L. D. H. will advise the seniors to finish their thees. The cost of living will increase.

CONUNDRUM

Miss Heuser, after being told about the scarcity of men in Menomonie, wishes to know why the "short line" carries a smoker to and from the Junction.

Answer. Those wishing to compete in this prize puzzle will please address all communications to Ernie Larsen, care of The Ladies' Home Journal.



POEM (Contributed)

You take a little acid, you take a little zinc,
 You put 'em in a bottle,
 And mix 'em in the sink;
 You heat with care, above the flame,
 The stuff begins to fizz,
 You strike a match and with a boom,
 Up goes the whole blame bizz.

Mr. Graven, criticizing Mr. Abercrombie's design.—"It looks too long for the usual construction."

Mr. Buxton—"Well, he made it for two persons."

- Mon. 1. A day of New Year resolutions and mounting of the water wagon.
- Tues. 2. Preparation to break home ties.
- Wed. 3. Some of us get back to work. Some are late because of the trains.
- Thur. 4. Forty-nine degrees below zero this morning.
- Fri. 5. No assembly. What has happened?
- Sat. 6. Morenus becomes the Homemakers "Yens Yenson."
- Sun. 7. Too cold to go to church.
- Mon. 8. Jim Bailie and Stock Co. give show in town.
- Tues. 9. Hungrey smokes the Homemakers out.
- Wed. 10. Forty-one degrees below and Cooper comes to school with a Panama hat on his head.
- Thur. 11. Brower sets himself on fire. Where?
- Fri. 12. Commercial Club banquet, D. S. Girls eat themselves.
- Sat. 13. Bailie kisses a girl at the Monte.
- Sun. 14. A few get started to church.
- Mon. 15. More cold weather.
- Tues. 16. Wrestling results out. Curran threw Clay. Clay finished in three minutes.
- Wed. 17. Clark and Minnie were fussing again.
- Thur. 18. A little work started for the Annual.
- Fri. 19. J. A. Nelson moves again.
- Sat. 20. Baths in frequent use at the gym.
- Sun. 21. "Hungry" cannot keep the Homemakers warm.
- Mon. 22. Cold today.
- Tues. 23. Still colder.
- Wed. 24. Clark is fussing again.
- Thur. 25. Exams. Oh, you bent 10:30 rule, and wasted candle grease.
- Fri. 26. Some of our class leave.
- Sat. 27. A day of rest and no rules.
- Sun. 28. A bunch of new students arrive.
- Mon. 29. Second semester begins.
- Tues. 30. An anxious start for many things. Bobbie Holmes fussing.
- Wed. 31. Peter P. Bross is still with us and also asking questions.

FEBRUARY HATH 29 DAYS

- Thur. 1. Warm weather, 10 degrees below.
- Fri. 2. Ground hog sees his shadow.
- Sat. 3. Leap year party at Smith's. Every man in seven miles was there.
- Sun. 4. Wet towels and cracked ice in great demand.
- Mon. 5. Junior boys frequent the library getting books—Mrs. Hahn excavated from a wreck of books with a grappling hook by some kind M. T. students.
- Tues. 6. Surprise calls for blue prints on the half shell at the Monte.
- Wed. 7. For sale, cheap, complete dietary, Kate McKenzie—Authority on all subjects of food value.
- Thur. 8. Now and then Gabriel blows his horn and some of the seniors are closeted with powers at the office.
- Fri. 9. Brower burns a center in machine shop.
- Sat. 10. There was a sad calamity witnessed by the ice cream bucket in the Senior kitchen. Five mice died with starvation.
- Sun. 11. Corpses lie in state.
- Mon. 12. Mrs. Nesser acts as undertaker.
- Tues. 13. A high school girl gets lost in the Stout halls, ask Condie.
- Wed. 14. Stakel gets a five pound box of candy for a valentine.
- Thur. 15. Stakel buys a nickel's worth of pepsin tablets.
- Fri. 16. Assembly.
- Sat. 17. Return Leap Year party at Smith's.
- Sun. 18. A group of icicles at Paradise.
- Mon. 19. Nothing doing.
- Tues. 20. Seniors cooked something that had a faint odor of onions.
- Wed. 21. Great debate,—"Does school close or does it not?"
- Thur. 22. It does not. Also assembly, 4:10 till 5:00. Cammilla Franklin celebrates her birthday.
- Fri. 23. Social Club gives initial performance at the gym.
- Sat. 24. St. Olaf vs. Stout. Brower threatened by the black hand.
- Sun. 25. Warm today. All the fellows were fussing.
- Mon. 26. Esch cracked up in the gym.
- Tues. 27. Maxwell is just missed, departed Saturday.
- Wed. 28. Morenus gets locked in the vault. Great fire at the Home-

makers. Morenus said that he was glad that something happened that he wasn't to blame for.

Thur. 29. All ye old maids give thanks for this date.



Just Before The Leap Year Ball ANECDOTE

A certain few young ladies at the A—, in the City of M—, entertained a few of the appreciative young men of the city at a thimble bee recently. The young men came gaily attired in their best gowns, and each wore, besides, an umbrella of contrasting shade. The evening was profitably spent in playing games and popping corn and at 9:30 the young men returned to their homes saying that they had never had such a good time before.

USEFUL HINTS

Always wear uniforms when in attendance at Stout Institute. It will save you the embarrassing situation of being mistaken for the faculty.

Read the bulletin boards occasionally; there might be a notice of a half holiday.

MARCH HATH 31 DAYS



ADVICE TO JUNIORS

Don't be tight wads, buy an Annual.
 Don't sleep in English.
 Don't take anything, you might get caught.
 Don't learn anything more than necessary, you will forget it soon enough.

PREDICTIONS

Assembly will be held each Friday.
 The Seniors will have more or less to do in any other month.
 Mr. L. D. H. will discuss the Necessity of Finishing Theses or What is to be Considered a Good Teacher or the Effect of Breaking Rules.

POEM

Full many a cook of purest ray serene
 The modern sanitary kitchen rules,
 Full many a chef is born to blush unseen
 Amid the food fads and patent foods.

FASCINATING FACTS

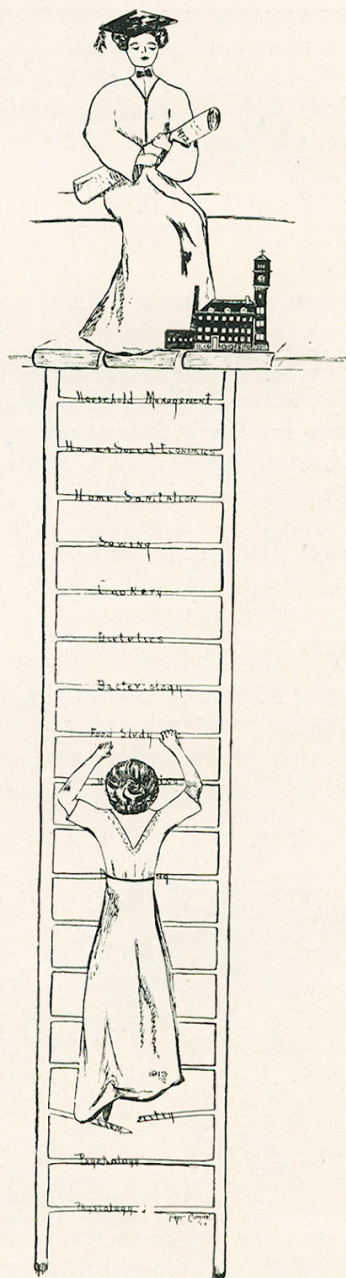
The amonla has a dumb felt shape.
 Each child owes his parents a good hereditary.
 When moving, tie the bed slats together separately.



- Fri. 1. Mr. and Mrs. Buxton entertain the M. T. Seniors.
- Sat. 2. The Juniors have their pictures taken "en bunch."
- Sun. 3. Ski tournament in progress at depot hill.
- Mon. 4. E. Archabold, of Wilson Ave., receives violets from Bill, and violets are so expensive in March.
- Tues. 5. Mr. Raab performs high diving stunt in the gym and receives a highly decorated eye.
- Wed. 6. Mr. Elzinga delivers his well-known lecture on industrial education.
- Thur. 7. Soft shirt sale. Abercombie takes advantage
- Fri. 8. Senior luncheons in full swing, \$1.50 ÷ 8 is how much?
- Sat. 9. Picture galleries again popular.
- Sun. 10. Glee Club poses.
- Mon. 11. Hall news. Mabel L. on time for breakfast.
- Tues. 12. Margaret Barnett lays in another supply of perfume.
- Wed. 13. Fuller and Jean look out there!
- Thur. 14. Quotation: "B, just notice the beautiful curve of the eye lashes."
- Fri. 15. Seniors hear some more about their theses.
- Sat. 16. Annex girls entertain the M. T's.
- Sun. 17. St. Patrick's Day. Hurrah for Ireland.
- Mon. 18. Senior girls begin spring millinery.
- Tues. 19. Auction sale of home-made cakes at the Hall.
- Wed. 20. Miss Spohr calls Lois L. "Honey."
- Thur. 21. Everybody is planning how much work they will do during vacation time.
- Fri. 22. Spring vacation begins.
- Sat. 23. The few that remain behind are busy catching up so that we have no time to gather news.
- Sun. 24. Quiet in town.
- Mon. 25. Big party down at Eslinger's. The folks were all gone.
- Tues. 26. Still vacation.
- Wed. 27. Ditto.
- Thur. 28. Work on the Annual.
- Fri. 29. Work for the Annual.
- Sat. 30. Work at the Annual.
- Sun. 31. Echo, "Menomonie Junction, change for Menomonie City."

APRIL HATH 30 DAYS

- Mon. 1. April Fool's Day. Recognized by all M. T. students.
- Tues. 2. Reorganization of the Two by Two Society.
- Wed. 3. Miss Hossack's gold fish reported dead.
- Thur. 4. Tainter Hall in mourning.
- Fri. 5. Hardy and Helen D. are seen strolling together.
- Sat. 6. Sadie Bush receives lilies of the valley from Ed. W.
- Sun. 7. Easter Sunday. Standing room only for the Easter hats.
- Mon. 8. Senior demonstrations begin.
- Tues. 9. Fine strolling weather.
- Wed. 10. Clear and fair.
- Thur. 11. Rain.
- Fri. 12. Convention at Eau Claire. Celebrate with a half holiday.
- Sat. 13. S. I. inspected by visitors.
- Sun. 14. Picnic weather begins.
- Mon. 15. A few more, "Please see me, M. L. K.," posted.
- Tues. 16. Chem. lab. explodes again.
- Wed. 17. D. Brower heard playing. "All that, I ask is love."
- Thur. 18. Indoor tennis in the armory.
- Fri. 19. No assembly. What is the matter?
- Sat. 20. Fair and clear.
- Sun. 21. Rain; prevented several picnics.
- Mon. 22. "A man with words and without deeds is like a garden full of weeds." Ted. Heidecker.
- Tues. 23. Hydrogen sulphide detected in chem lab. Cause, one hen.
- Wed. 24. Weather warmer; colder than last April.
- Thur. 25. Ditto.
- Fri. 26. Dance given in the gym. by the Stout Social Club.
- Sat. 27. Ruth Lewis visits sick friend in St. Paul.
- Sun. 28. Several picnics foiled by the weather man.
- Mon. 19. Sverdrup and Hust seen strolling.
- Tues. 30. Edick seen in company with Miss Carter.



If eight people can be fed for \$1.50, how much profit does the landlady make?

Answer: Ask any one.

If a rat can make a woman's hair stand up, what will a mouse do?

Answer: See Mrs. D. and Emma.

MAY HATH 31 DAYS



SPRING FEVER GERM STRIKES STOUT

AT GLEE CLUB PRACTICE

Mulholland—"I wonder what room we can practice in over at school?"

Abercrombie—"We'll go in the vault and close the door."

Miss Darling, giving directions for note book work—"Leave a blank space under the perforated hole in the margin of your note book."

Peter P. Bross—the walking question box.



"BOOKS MUST BE RETURNED TO LIBRARY AT CLOSE OF SEMESTER"

- Wed. 1. Senior class meeting to decide what to do with the balance in the treasury.
- Thur. 2. Rumored that the Senior class meeting adjourned without coming to a decision.
- Fri. 3. M. H. S. Field day. S. I. has a half holiday. Junior-Senior reception.
- Sat. 4. Ball game.
- Sun. 5. Everybody takes along walk to discuss that latest social event.
- Mon. 6. First appearance of the Tainter Hall Butcher Knife band.
- Tues. 7. Spring fever germ strikes the student body.
- Wed. 8. Physicians diagnose the case and say, "work harder."
- Thur. 9. One month from to-day.
- Fri. 10. 1912 Stout Annual Comedy. "Elizabeth Ann."
- Sat. 11. Everybody tells everybody else, "How well you did."
- Sun. 12. Student orchestra concert.
- Mon. 13. Sverdrup and Hust in a one-act comedy, Romeo and Juliet.
- Tues. 14. Fresh air fiends demand more atmosphere, especially after 7:30 o'clock.
- Wed. 15. Senior class meeting to decide what to do with the balance in the treasury.
- Thur. 16. Sarah at Ohnstad boarding house again wanted at the telephone.
- Fri. 17. Assembly. "Votes for Wimmin."
- Sat. 18. Senior picnic at Point Comfort.
- Sun. 19. Church music appreciated from the lake.
- Mon. 20. Announcement that the Senior theses will not be read orally this year.
- Tues. 21. Some of us forget to keep the rules.
- Wed. 22. Mice at Tainter Hall have a fine feed.
- Thur. 23. McCoy family favors us with a little Oceana Roll.
- Fri. 24. Only two weeks more.
- Sat. 25. Everybody begins to cram.
- Sun. 26. We think about packing.
- Mon. 27. Juniors begin to assume the "air of seniority."
- Tues. 28. Annual out today.
- Wed. 29. Annual board beats it.
- Thur. 30. Everybody cramming some more.
- Fri. 31. Have you your position?

JUNE HATH 30 DAYS

- | | |
|-------|------------------------------------|
| Sat. | 1. The last Saturday. |
| Sun. | 2. The last Sunday. |
| Mon. | 3. Exams. |
| Tues. | 4. Exams. over. |
| Wed. | 5. Annual burning of the uniforms. |
| Thur. | 6. Senior Commencement. |
| Fri. | 7. Farewell to the old town. |

Tell me not in mournful numbers
That the Junior year's a cinch,
For the soul is canned that slumbers,
That from Chemistry would flinch.

La' Envoir. Anyway, how much do
you want for a dollar and a half?

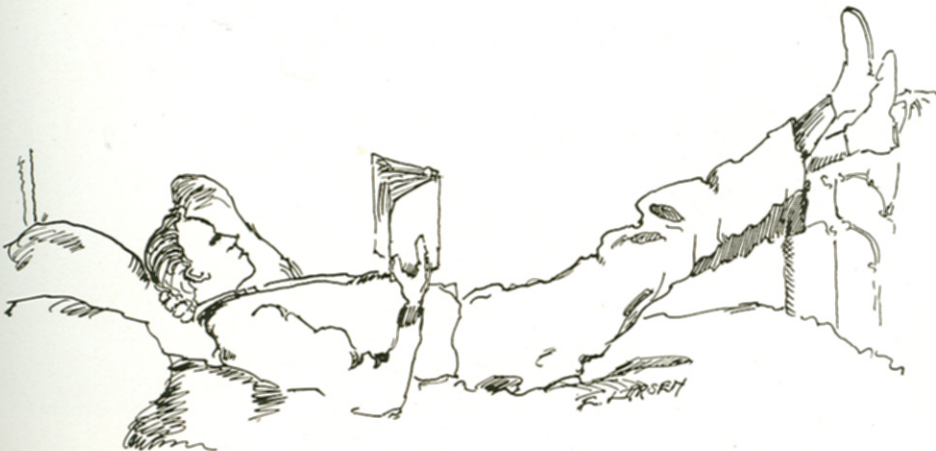
Mr. Patrick, in a class meeting—
"I think we ought to hear from the
girls, they have ideas we don't have."

Mr. Buxton—"It is a long time from 7 to 10 o'clock."
Sverdrup—"It goes fast enough."

Mr. Buxton—"I wish more of you would bring in your attempts in design."
Hardy—"That's just it, we are afraid of getting bawled out."

TO THE CHAFING DISH

The chafing dish is a frying pan with a college education. Its value is to ruin the girls' digestion. It can only be used between the hours of ten and twelve p. m. The fuel used is alcohol, but is the variety which can not be drunk, therefore not intoxicating to use a chafing dish. The handles are made of ebony because this wood is black. Chafing dishes are made of nickel, and may be used as a mirror, when one's roommate is monopolizing the only one the room affords. Its limbs resemble those of a spider. The chafing dish is a two-story affair and takes up too much room in one's trunk. Anything from a lemon pie to cocoa may be made in the chafing dish providing the participants are willing.





"HIM" & "HER"



JEAN ON THE JOB!



Winter Sports

No harm in an empty glass



WILLIAM'S LETTERS TO THE HOME FOLKS

Editor's note:

After much trouble we have secured a few of the letters that were written home to the folks by one of the manual training students whose name for many reasons we withhold, substituting common names in its place and the place of other people here at school, but we think, though, that the reader will be able to recognize all the characters.

Menomonie, Wis., Sept 12, 1911.

Dear Dad:

Arrived here in Menomonie yesterday, and oh, the climb up the depot hill was terrible! I wish that I was home with you and mama. I know that I can't stand it any longer. There are all girls here, with just a few fellows. It is more like a girls' school with a boys' auxiliary.

I paid my tuition yesterday and now I am broke, so please send me some more money.

You ought to see the place where I sleep, a little room the size of a cracker box, with no heat, no bath room, or anything like we have at home. And the place we eat at is simply horrible, those rude boys there say, "Get your feet out of the trough," and when you ask for piece of bread one of the ruffians at the other end of the table throws a slice at you. I am going to change, but they say it is that way everywhere.

I must stop now and go to bed, for the clock has struck ten, and you know that we are not allowed to be up after ten-thirty. Don't forget to write to your little Willy Boy.

Your loving son,

William.

Menomonie, Wis., Oct. 1, 1911

Dear Sis:

Stout life is making a big change in your little brother of the days gone by, you will not know me any more. The school had a picnic the other day, where you were to get acquainted. Well, I did all right, to one of nicest Stout girls, and a Junior too, her name is Mae S—. She is what I have heard the others fellows call "a peach." I have been to see her every Friday and Saturday night since, and went to church with her too. I must stop now and get my models in paper and cardboard finished or I will get no high marks.

Your brother,

Will.



STOUT ANNUAL 1912

Menomonie, Wis., Oct. 15, 1911.

Dear Percival:

Here I have been for all this time and not written to you yet, but now that I have some spare time I will tell you a little of the experiences here.

Gee kid! I have met the swellest girl that you ever saw. You know how much the women bored me at home. That is all past now, for even at the present time I am what they term a fusser. You know when a fellow goes with her more than twice, the Dunn County News has it announced that they are engaged. I think that it is perfectly horrible, but you know that I think so much of Mae that I can stand all that they say about me. There was a swell party the other night, the Junior Reception. I was there all right and danced with Mae most of the time. You see that I have learned to dance. Mama was perfectly horrified when I told her. That Douglas Brower is the nerviest fellow that I ever saw, he wanted to dance with my Mae, when he had all the girls he wanted. Well, I tell you he did not dance with her. I think he is perfectly terrible; he makes the most noise of any fellow that I ever saw. I can now sympathize with Peter Bross and those boys who do not dance and who haven't any nice little girls. All they do is to sit around and look wistfully at the fellows that are dancing with the girls.

I certainly must close for the present time. I will tell you all about school when I come home Christmas time.

Your friend,

William.

Menomonie, Wis., Nov. 9, 1911.

Dear Father:

Gee! I was certainly glad to get that little note from you the other day. I like to hear from you that way quite often. You can write again if you want to.

I want to tell you about the funniest fellow here in school and that is Hungrey Morenus—isn't that the funniest name for a fellow that you ever heard? Hungrey had to make a class talk the other day, and said something that made all the fellows laugh, and then Hungrey laughed too, and tried to speak at the same time, but he laughed all the time. Even at the present time I really can't see why the boys laughed at him, and when I asked someone why he laughed they always laugh at me too, so now I don't ask them any more.

I really can't see why they want me to leave that Mae S—— alone. She is the nicest girls there is. I just won't do it.

Your son,

William.

Menomonie, Wis., Nov. 26, 1911.

Dear Mama:

Thanksgiving vacation will soon be here and this year is the first time that I will eat the Thanksgiving dinner away from home. It makes me feel homesick to think of it. Anyway, Mae will be here so that won't be so bad, and she has invited me to dinner at the Annex that day too. I wonder if there will be any other boys there, for I do not like to go where there are so many girls.

Mr. Buxton said the funniest thing in assembly the other night and even now I don't see the joke about it, but everybody there laughed about it. He said that everybody must sleep in their own beds unless they had permission from the office. My! how everybody laughed at that, but even now I can't see the joke of it.



STOUT ANNUAL 1912

I have started forging under Mr. Elzinga. It is the worst study that there is here at school. I can't do anything in that kind of work. 'Webo' is what they call Mr. Elzinga. My, how he does talk! and always about how much paper and card-board will help you in teaching. If he thinks so much of it he ought to teach it himself, I think he would make a splendid teacher. I will tell you some more of the funny things he tells us. Please write soon to your,

Loving son,

William.

Menomonie, Wis., Dec. 17, 1911.

Dear Sis:

Christmas will soon be here and I will soon be home. My, how I hate to leave dear little Mae. I will write to her every day that I am away. What shall I get her for a Christmas present? I can't find anything here that is good enough for her in this town, so will you see what you can do at home?

This town is the hardest place to buy anything in, in the way of presents, that I ever saw. They say it is almost as bad as that little town of Eau Claire near here.

Tell father to be at the depot to meet me, for I have two trunks and a few suit cases. I think that you will have to wait till I get home to hear any more about Stout life, for it is ten o'clock and now I must go to bed.

Your big Brother,

Willy.

Menomonie, Wis., Jan. 19, 1912.

Dear Father:

Tuition is due in a few days and I haven't enough money to pay it, so please send a draft at once.

My psychology is getting to be a bore, I am afraid that I will not pass in it with very high marks, Mr. Harvey asks the funniest questions, when you are thru and think you have made a good recitation he always says, "That is all very nice but what of it." That certainly makes me forget all that I had to say to him. The other day the class was left in charge of Mr. Taylor, one of the students. He called on Mr. Larsen to recite and he replied, "Really, Professor, I cannot explain the why-for of the thusness." My, how the students laughed and I don't see why that was so very funny either!

Final exams will soon be here and then we all will have to work hard. I think that I will pass in all of the studies but that old forging. I have made only two exercises and they are not very good either. The teacher makes me angry for he is always calling me names and saying mean things. I think he is perfectly horrid. I like Mr. Curran.

I hope to hear from you soon.

Your rising son,

William.

STOUT ANNUAL 1912

Dear Percy:

Menomonie, Wis., Feb. 5, 1912.

I must tell you about the fine time that I had the other night at the Leap Year party. Of course Mae took me, and the worst part of it was that it did not cost me a cent and I did not like that very much. Mae did not want me to dance with the other girls so she fixed the program so that we danced almost all the dances together; my, I liked that! After the dance we went to the Monte for supper, and then she took me home. I like her better than I ever did. She is the sweetest girl in the school.

They say that I am an awful fusser, but let me tell you I'm not near so bad as that Clark and his Minnie that I told you about when I was home. Cooper, one of the Seniors is as bad too, but don't show it as much tho. I guess that he won't let any of the other fellows go to see his girl either. Sverdrup is just awful, for he waits for his girl, to go home with her, when school is out and then takes her to school again. That Peter Krogstad is always asking if you are married and the girl you go with is your wife. I don't think he has anything to say, the way he runs around with the high school girls is nothing slow.

There are some new Junior boys here, but what I see of them I don't think that I will associate with them.

Be good and write to me soon.

Your friend,

William.

Dear Sis:

Menomonie, Wis., Feb. 12, 1912.

I have great news to tell you, I am going to take part in Milton's circus, that he is giving for the benefit of the Athletic Association. I have a little work to do on the pyramid formation. I wish that you were here to see me perform. My Mae is awfully proud of me to think that I shall have a part in the circus.

I want to tell you what Stockwell, the fat man of the school did in class talks. He was called on the other day, and got up before the class and said a few words and repeated them several times and then sat down. I believe that he was stage struck or was too lazy to talk, that is the way with those fat fellows.

Here I have let this letter lay around for two days and not finished it yet. What do you think that Milton did? He got angry because the circus did not go right and now it is postponed indefinitely and now maybe I can't do my little act and show all the people what a fine athlete I am.

I had my picture taken for the Annual the other day and when they are finished I will send you one. I wish that I was on the Annual Board, for I think that I could do fine work. You know what nice work I did on that little printing press that I have at home; don't you think that would help me a lot in the work on the Annual? I think that I will ask Mr. Buxton if I can't get on the next year's Annual.

I must get my lessons for tomorrow so will close now.

Your big brother,

Will.

P. S. 3-16-12.

I just heard this morning at the breakfast table that Milton won't give his circus because he could not get the date he wanted. Isn't that too bad?

Will.

Dear Percy:

Menomonie, Wis., May 7, 1912.

My! these are nice moon-light nights to go out strolling in the Riverside park and boat riding on the lake or Wilson creek. I certainly enjoy it very much and especially with dear little Mae, the sweetest girl there is. How I will hate to leave her when school closes.

STOUT ANNUAL 1912

The annual play is to come off pretty soon and I am going to that with Mae too. The play is going to be a fine one, I understand, but you know that we are not allowed to know what it is. My! I am afraid that there will be something in the Annual that I will not want papa and mama to see, so I think I will hide it when I get home.

I must close now and go to take dear little Mae out for a ride on the lake.

Your friend,

Will.

Menomonie, Wis., June 1, 1912

Dear Sis:

Here it is June and the month of lovers, and to think that I will have to part with Mae for all the summer. If you will not tell, I will tell you something. Mae said that she would be mine forever as soon as I was graduated and had a position. I can hardly wait till the time comes either. I don't care one bit what the rest of the family says about it either, for I will soon be earning my own living. I think there are others who are going to do the same thing too. I heard that Mr. Price and Mr. Gohn are to be married this month.

Edick can hardly wait until school closes so that he can go home to Pearl in Omro.

The country and the surroundings are certainly inducive to such proposals you ought to come here for I know that you could find a nice man. There is Bross, Morenus, the two Whelan boys and Bill Marker, oh, I could name lots of them.

I shall have to close now and go to see dear Mae, I know that she is waiting for me.

Your loving brother,

Billy.



studying Dietetics.



19



12





"Icicles"





MENU

By a Royal Roaster

SOUP	Noodle—Biggest in the Bunch—Pearl Kahn Carrots—Red—Cushman Oyster—Calm and Still—Elsie Pride
FISH	Shark—Pride of the School—Karen Fladoes Lobster—Good Sized—Stockwell
MEATS	Lamb—Quite Tame—Elmer Grabow Calf—Not as Stupid (?)—Douglas Brower Ham—Very Lean—M. Farnam Goose—Real Fat—C. Heydon Spring Chicken—Allan Whelan
VEGETABLES	Potatoes—"Murphys" Irish Baked—Loretta Reilly French Fried—C. de Golyer & E. de Lang Cucumbers and Seedy—Arthur Mitchell
RELISHES	Radishes (reddish too) Eugenia Powell Olives—Olive Sweet Pickles—"In Love"—M. Tims Chili Sauce—Cold Shoulder Brand—James G. Bailie
SALADS	Lettuce—Swell Head Variety—Chas. Hallowell Leaf—Very Green—E. Flemming
DESSERT	Doughnuts—Short and Fat—Miller and Greenwold Squash Pie—Harry Nelson Angel Parfait (Perfect)—M. Fulton Mousse—Large Serving—W. Anderson Devils Food—Archie Milton
FRUITS	Peaches—Best on Market—C. Franklin and K. McKenzie Pears—Always Together H. Tice and V. Baker K. Mathews and A. Racette Lemons—Quite Fresh—W. Short and F. Hoag Dates—Makes Them Frequently—Abe Heiden
CONFECTIONS	Monte Kisses—Bailie and Thorsen Ordinary—Ralph Edick and Sarah Osborne
DRINKS	Lemonade—A. Weigler Punch—Earl Condie
MISCELLANEOUS	Butter—Always Butts In—Peter Bross Rolls—Very Round—Schriber and Carter English Monkey—Howard Fuller Welsh Rarebit—Gladys Jones Lady Fingers—Louise Shea Irish Stew—T. Reynolds and F. Burke Toothpicks—Morenus and Fratt



A New Use For The
Scrap Basket
(ASS. EDITOR)



THE CHOICE OF TWO EVILS
WHICH WILL IT BE

Mr. Buxton, in design—"Most of us should dress and act in a conservative way; but some can wear sporty clothes and look good; why, some men can even wear a chrysanthemum and look well."

Will the owner of locker No. 40 please put the rubber, which has fallen into it, on top of locker so that the owner may obtain the same?

AS THEY SEE IT

There would be balm in Gilead if we would sentence these domestic science sisters of ours to spend two days in the attic on a diet of their own lettuce sandwiches.



THE BERTHA TAINTER THEATRE COMPANY

We have engaged at a stupendous cost and sacrifice the following:
known as the "BERTHA TAINTER HALL VAUDEVILLE
CO.," Jessie Craig, Manager, for a continuous performance of
thirty-six weeks, September 11 to June 7 inclusive.

PART I.

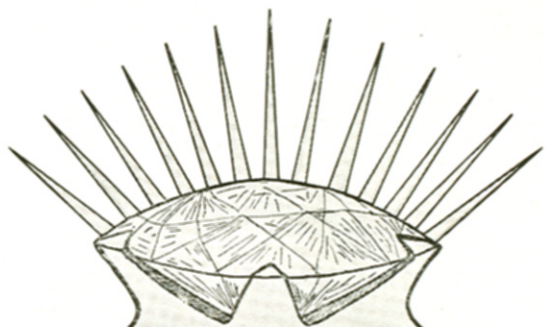
1. OVERTURE The Mosquito Parade Ruth Lewis and Orchestra
2. (Leading Number)
Mlle. Charlotte Heydon, Ballet Danseuse, in her Wonderful Imitations of Fritz Scheff
3. Mlle. Thelmalina Carterno—Celebrated Entertainer in Two New Numbers.
 - (a.) History of Ellensburg As Related to My Psychical and Ethical Development at Stout.
 - (b.) Enlightening Environment of the Western Frontier on the Unfolding Life Compared With My Hair Raising Escapades in the Chem. Lab.
4. Madame Ellina Macauley Introduces her Dainty Dancers in the Iseotharnus Idiosyncrasy. (Got the turkey trot beat a mile.)

PART II.

1. One Act Pastoral Comedy—Eliza Crossing the Ice.
Dramatis Personae:

Uncle Tom	- - - - -	Gertrude Hossick
Eliza	- - - - -	Lois Liebermann
Child	- - - - -	Aleece Wright
Topsy	- - - - -	Charlotte Lyons
Blood Hounds	- - - - -	{ Janet Fergeson
		{ Anna McCutchen
Cake of Ice	- - - - -	Miss Leedom
Pond	- - - - -	Margaret Barnett
Villain—(There is some dispute regarding this part).		
2. Helen Hoag's Butcher Knife Band will conclude the performance with several numbers of the classical variety.

N. B.—Tickets may be reserved with Fred Ecklor at the Tainter Hall. You will find him there most any time.



Will



they



make



it?



STOUT GOSSIP

VOL. I.

MENOMONIE, WIS., FEB. 31, 1912

No. 1

CRUEL MURDER

Graven and Plummer
Caught Red Handed
by Mr. Elzinga

Possible Penalty for the
Crime will be
Life

What may easily be said to be the most cruel and horrible act of its kind in this city was performed by Graven and Plummer, two Stout Seniors. The murderers were caught by Mr. Elzinga red handed just as they struck the last blow, which knocked the life out of their victim, Mr. Cold Tool Steel, a well-known character around all shops of the city and the schools.

Mr. Elzinga spread the alarm, yelling, "Stop! stop! you are murdering Tool Steel, you are the murderers of Tool Steel." The whole school soon took up the alarm and the murderers were soon caught, but it was with great difficulty that the police force of city restrained the mob from lynching the guilty ones. The prisoners are awaiting the action of the jury.

The fullest extent of the law would be none too good for them. Such cold blooded murders should be put to a stop at once for the benefit of the rest of Mr. Steel's friends and companions.

TWO INSEPARABLES

Tinker and His T Square

Wherever you see Tinker you see grasped firmly in his left hand his prized T-square. Even upon going home this vacation he did not trust his suit case to carry that prized instrument for him. Oh, no! it was firmly clasped in his left hand, never to leave.



EFFECT OF NIGHT FEEDS UPON THE STUDENTS

After one of the many parties that have been held here in the city the girls at one of the Sixth Street dormitories gave a feed to the girls who were lucky enough to go upon their return from the party. It so happened, that party was to be after mid-night, which was against the rules of the house, but girls can generally do such things as eat after-hours with very little noise, which is about the only thing they can do in such a manner.

After the girls had just begun to enjoy their repast but lo! there came a gentle tap upon their door, and then another marvel. Lindy entered. 'Lindy' is the sleepy-eyed pre-

Continued on Page 2

BIG BLAZE CRE- ATES A SCARE

MAKES STUDENTS
HOMELESS

Thrilling Rescues by
Students and
Faculty

The cry of fire brought all the students pell mell after the madly dashing fire engines to the Home-makers Building. The clear sky was thickly veiled with a heavy pall of smoke which poured from the windows of the building.

Thrilling Rescues

Vernon Cooper, a Senior, was seen dashing in through flame and smoke to rescue a fair maiden. The crowd held their breath in expectancy, awaiting his return. The would-be

Continued on Page 3

IMPRESSIVE ASSEMBLY MEETING

The New Chaplain Gives
Interesting Address,
"The Ways of the
Evil Doer"

Fine Music by the Full
Stout Orchestra

The most impressive and dignified assembly that the Stout students have attended was held last Friday afternoon. It was the celebration of the return of Chaplain De Wolf, who has been absent because of ill health.

The Memorial was overflowing with students who wished to welcome their beloved pastor. The services commenced with music by the full Stout Orchestra, with Monseur Shannon as director. Prayer was offered by the retiring Chaplain Frazier. The President of the Institute welcomed Pastor De Wolf on behalf of the students. He then made the customary announcements of the school.

The chaplain gave a short address on the ways of the evil doer. It was a warning to the wayward and carefree student. They were compared with the evil doer who would have no rest for their past deeds and their after life would be a path of thorns as would not be the righteous. So it would be with the student who disobeyed the rules of the institution and did not show the right attitude toward his work. But instead of having no rest, he would receive the poor posi-

Continued on Page 3

STOUT GOSSIP

VOL. I.

No. 1

Harley Goodwin
EditorCharles E. Eslinger
Publisher

EDITORIAL

Upon the establishment of the print shop in the school, we, the 1912 Annual, present to you a sample of the little weekly paper that will be issued from the press of that department of the great institution.

SCHOOL SPIRIT

What is school spirit? Well, that is hard to define. It can be said that Stout has not as much of it as it ought for the betterment of the school. The only kind that is prevalent here is the kind shown in the illustration on this page. Well, this is one kind of school spirit not exactly what we want here, but it is better than none at all.

The kind we want is the unselfish and "Treat thy neighbor as thyself" kind. If we did have more of that kind of spirit here we would have school spirit. Another thing that is the matter with this school is, that all the students are after all they can get for themselves, and when there is anything for the school's benefit that comes around for their worthy and rightful support, it is never given,

because of the claim of having too many other things to do and can't have the time for this.

It is the duty of all the students to be willing to do a few things for their school and not always think of themselves. Again, but this time, "Treat thy school as thyself," and then we will have better school spirit and we will feel better to know that we have done something for someone else.

Cultivate the school spirit, and keep it cultivated so that it will be a healthy plant in a short time.

(Continued from Page 1)

ceptress of that dormitory, whose duty it is to be where she should not be and interfere with all such spreads as these. Lindy, true to the school reported the girls and a visit to Prexy was the result. Every body knows what happens there, so there need be no men-

tion of what happened. Moral: Do not have any midnight spreads or break the many rules of

the dear school, for all the town has eyes to watch the wee, small Stout student.



SCHOOL SPIRIT



THE HOMEMAKER'S DORMITORY FIRE



WHAT 'SOME' THOUGHT THEY'D DO.



WHAT THEY DID.

audience when the talk was over, so strong was the appeal for a better life on the part of the students.

It is with great joy and thanksgiving that we welcome Brother De Wolf among us again. Beloved by every student, he is indeed a powerful factor in the student life of our school.

MYSTERIOUS BOX

What was that box we saw in the lower hall the other day, labeled "Whiskey", 20 half-pints? That is bad for this kind of school to have around in its halls. What is worse, Mr. Olson was seen going toward home in broad daylight with the same box on his shoulder. There will be a reward for the one who will reveal the contents of the box.

James Bailie is the central figure in the illustration below which shows our students when the cloth hat craze struck Stout.

hero suddenly made a dash for the open, with a powder puff firmly clasped in his hand. Dudley Tinker smashed in the second story window to rescue a smothering occupant, but returned carrying a penant.

damage was covered by insurance."

Hungrey Morenus, engineer of the building said: "Even if it does sound bad, I am glad that something happened that I can't be blamed for."

Continued from Page 1

What Others Had to Say

Director G. F. Buxton of the Manual Training Department was early upon the scene, helping to restore order. Mr. Buxton said upon being interviewed, "We shall repair the damages immediately, meanwhile the girls will be cared for elsewhere. Oh, yes, the

tions and the employers would not trust him as would the good students be trusted. Thus it is wise that all the students do as the school says, or it will not be the path of the wicked for them.

This address was the most powerful that the chaplain has ever delivered. There was not a dry eye in that vast





NEWS AND NEAR NEWS OF THE DORMITORIES

Miss Leedom has the habit of sitting in the reception room of the Annex after seven-thirty when the lights are out, to see what girls leave their rooms at that time. The girls were

not sure that she was there, so one night one of their number opened her door and came to the railing and turned on a dark lantern whose rays revealed the form of Miss Leedom in the hall below. There is not so much running to other rooms at that time any more. There is a large reward offered for the disclosure of the owner of the dark lantern.

THE OHNSTAD CLUB

A Daily Occurrence at 6:15.

Telephone—Mrs. Ohnstad answers:

"Hello."

"Sarah, Sarah who?"

"Will the young man please say which Sarah as there are at least sixteen Sarahs at this house."

BIG SOCIAL EVENT

One of the big social events of the season was the Noah's party given Edna Hoffman and Julia

McNeil, two Senior girls of the Hall. The guests came as some creature of the Ark, Noah being represented by Miss Hoffman. There were plenty of eats and no men present, thus a good time was had by everybody there.

NEW CLUB AT THE ANNEX

One of the social clubs at the Annex is the McCoy Family, this organization was started by the most exclusive girls at the Annex. At the present time the organization is nothing but a mere social club, but there is talk of establishing a Greek letter society from it. Here's to success of the most exclusive club at school.

Fred Ecklor was seen at the Annex again.

It is the most impressive sight to see the girl students of the school go down the street in the morning to school two by two, all wearing the stripes, just as they do in any well-regulated prison, or insane asylum. Indeed, one of the girls, speaking of melancholy and what caused it, rightly said, "Stout," because of the prison-like way of dressing and conducting things.

Max Clark was seen lurking in the near vicinity

of Bobbie Holmes' abode the other night, making ready for his evening visit with his beloved, between the door of Bob's room and that of the other part of the house. Clark will try that stunt just once too often and then poor Minnie will not be in school any longer to learn the ways of true love.

A most wonderful sight was that of Mr. Buxton with his coat off helping unpack some of the printing equipment that has been arriving. Such a sight is not very often witnessed by the students in this school and it was well worth while to all those there at the time.

TERRIBLE DISCOVERY

While cleaning in an out-of-the-way corner, Mrs. Nesser, the custodian of the upper hall made what is without doubt the most horrible discovery there is, the dry bones of five beings piled in that out-of-way place. Mrs. Nesser, at the present time is under the doctor's care, the shock of the discovery being so great.

The remains have been buried with all the rites and ceremony fitting the dead. It may be mentioned that the bones were those of five mice.





At the HALL!!!!



Just For Fun, THAT'S ALL!



Mother's Letter



American Beauties



Iceicles



More iceicles



Picnicing



The long and short of it



Two Sports



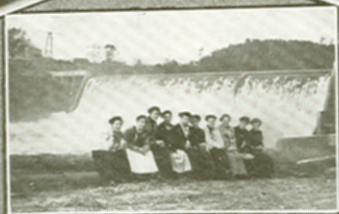
A Favorite Pastime

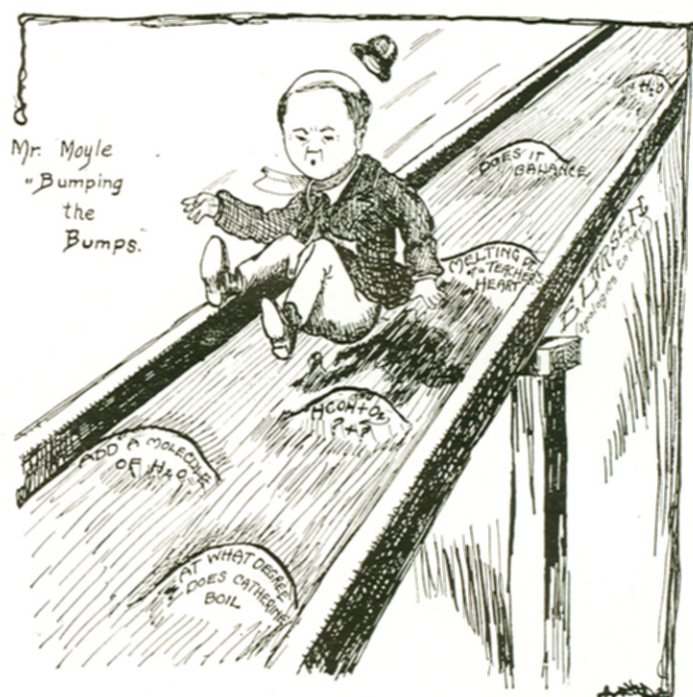


A Trio



Student Life





SINGERS AND THEIR REPERTOIRES

(Not belonging to the Tuesday Musicale)

Everybody's Doin' It Now	- - - - -	Brower
Two Little Love Bees	- - - - -	Allan Hahn and Helen Dixon
My Hero	- - - - -	Edith Heighton
You Can't Expect Kisses From Me	- - - - -	Grace Gesell
My Beautiful Lady	- - - - -	Oscar Esch
The Kiss Waltz	- - - - -	Earl Condie
I'm Single For Six Weeks More	- - - - -	Ellen Nelson
I'm Looking for a Nice Young Fellow	- - - - -	Bess Cobb
That Mysterious Rag (that flew out the window)	- - - - -	Charlotte Nimmons
All Alone	- - - - -	Martha Stanbury
Kiss Me	- - - - -	Bailie
If You Talk in your Sleep Don't Mention My Name	- - - - -	Shannon
Deep Down in My Heart	- - - - -	Sarah Osborne
Flirty Eyes	- - - - -	Madge Lowry

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Gee! It's Great to Be in Love - - - - -	Arthur Racette
"Billy" - - - - -	Cleo Fenton
I Wonder Who's Kissing Her Now - - - - -	Raymond Smith
After the Ball is Over - - - - -	Elsie Leslie
Meet Me Tonight in Dreamland - - - - -	Weston Mitchell
Put Your Arms Around Me Honey - - - - -	Clarissa Packard
Roses Bring Dreams of You - - - - -	Catherine Mathews
I Want a Regular Man - - - - -	Beth Bailey
Sing Me to Sleep - - - - -	Bernice McConnell
Yip-I-Addy-I-Ay - - - - -	Fannie Bernhisel
Somebody Else, It's Always Somebody Else - - - - -	Cooper
What Can You Do Without a Man? - - - - -	Lora Willis
Take Me Back to Milwaukee - - - - -	Louise Andrae
Two to Duluth - - - - -	Marie Tims
Hot Time - - - - -	Helen Blodgett
I Don't Care - - - - -	Kate McKenzie
What's the Use of Moonlight - - - - -	Chorus of Stout Girls
Snuggle Up Closer - - - - -	Lulu Morris
I'm Just Pining for You - - - - -	Betty Hallisey
You Can't Be a Friend to Everybody - - - - -	Jo Davis
When You First Kiss the Last Girl You Love (Duet) -	Harry Nelson and Goldie Kerr
I Wonder Who Bailie is Kissing Now - - - - -	Myrtle Thorsen
Love Me Just Because - - - - -	Fratt
Someday We'll Be Happy (Duet) - - - - -	Lucile Hust and H. Sverdrup
I Can't Be True So Far Away - - - - -	Abe Heiden
There Are Too Many Girls in the World - - - - -	Pete Krogstad
The Man I Love Is the Leader of the Band - - - - -	Lou Ticknor
Gamble Norge - - - - -	Esther Archibald
I Don't Know Why I Love You - - - - -	Core Byer
Some of These Days - - - - -	Anna McKinnon

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Tinker
as he looked to
Nelson



McEnroe
as Anderson
drew him



Anderson
by Graven



J.R. Mulholland
by Patrick
Awarded the prize



Krogstad
Drawn by
Shannon



Abercrombie
by
Condie



Fratt
as Raab saw him



Shannon
as seen by
Reynolds

"See Yourself As Others See You"

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SCENE - R. 26
 TIME - 4:15 P.M.
 DRAMATIS PERSONAE - ANNUAL BOARD



EXPLOSION OF A SPANISH OMELET



HAT Spain is still a little bit hostile to the United States was demonstrated to one of the Stout domestic science classes the other day at the Bank Kitchen, when the rude behavior of a Spanish omelet resulted in the building nearly taking fire. Miss Esther Ferris, who was giving the lesson, sounded the alarm and all the girls went with the idea that they were going to fire drill. It was not until they reached the street that they learned of the perfidy of the omelet.

Forgetting the "safe and sane" admonition regarding fireworks, the girls recently decided on the preparation of a model Sunday dinner that would make a man forget the championship ball game. The dinner was to include the omelet, potato salad, strawberry shortcake, and tea.

The glorious American hen had provided her best offering for the omelet, the tomatoes had been introduced into the mixture, the Spanish onion was feeling perfectly at home, and so were the peppers—the blow-up came when the Irish potatoes were put in. They swelled with indignation and the omelet swelled with them. It began to look to Miss Ferris as if her pupils had compounded a

felony instead of an omelet. Finally, the mixture led by the potatoes, and desiring "liberty or death," burst from the sheathing of yellow and landed on the walls and the ceiling. Much of the material landed against the blackboard upon which the prescription for the meal had been written.

When the alarm was given, it was rumored that a meteor had fallen in the schoolroom, and all the meteor experts in town foregathered to look it over. They felt sure it was a composite of bronze, zinc, iron and brass and had been welded by a vitriolic acid solution, but they could not trace its relationship, and so put it in a class by itself.

After the firemen had disposed of the omelet they found that the gas stove had entered a protest by setting afire the wood work behind it, although protected by sheet iron. The scientists said there would be no loss on the menu meteor, as it could be melted down and used over again. The damage to the schoolroom was about fifteen cents and was fully covered by insurance. But the odor can never be forgotten. At the time, someone had the impudence to suggest that Mr. Moyle might be compounding a new kind of a disinfectant.





WINTER
IN
PARADISE.

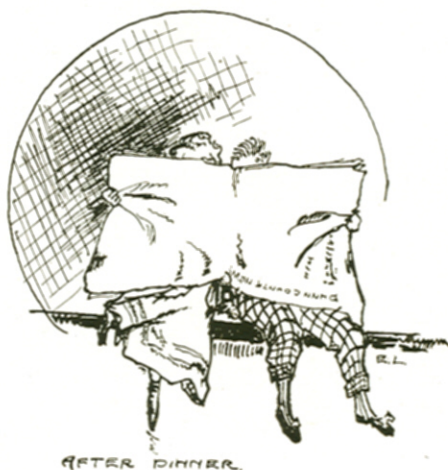


THIS PAGE IS DEDICATED TO JEAN SHANNON AND HIS GIRLS.



JEAN'S NEW YEAR RESOLUTIONS

- Resolved: That I will never be late to classes next year.
- Resolved: That I shall endeavor to teach in Lanesboro, Ia.
- Resolved: That I shall not help in any school activities.
- Resolved: That I shall never break the 7:30 and 10:30 rules.
- Resolved: That I shall follow the Golden Rule.





SH-DOUZH-S

?

O. U. KNOCKERS & CO.

Stupendous Annual Clearing Sale. All goods going at 49c on the dollar. Biggest toy sacrifice of the season. Make the little ones happy by a visit to our toy department. Lay in your supply for next Xmas now. Our stock is complete in every line.

Wonderful Assortment of Dolls

BISQUE BABY DOLLS—A doll that any girl would love.

	Was	Now
Ralph O. Edick	\$1.00	\$.69
Dudley Tinker	3.00	1.39
		Sold

PARISIAN BEAUTIES—Wax, real hair and eyebrows.

	Was	Now
Agnes Mahoney	\$10.00	\$1.98
Cushman	3.00	Now giving away

LITTLE PARISIAN TALKING DOLLS—Sounds almost human.

	Was	Now
Sadie Bush	\$2.50	\$.79
Elsie Leslie	.75	.19

BOOKS

Any of which the children can read. A few of the many bargains to be found on our well-filled bookshelves.

WILD ANIMALS I HAVE KNOWN. (Tainter Hall at Meal Time.)

PILGRIMS PROGRESS. (Chemistry Juniors.) On account of popularity of this issue we are giving it away.

VANITY FAIR. (Fannie Bernheisel)

FIRST STEPS IN HUMAN PROGRESS. (Home Makers)

INFLUENCE OF MIND ON MATTER. (Eda Lord Murphy)

THE GENTLE ART OF FUSSING. (Harry Nelson)

Animal Toys

Extremely Life-like Assortment

ELEPHANTS—REAL JUMBOS

	Was	Now
Helen Blodgett	\$.49	\$.19
Walt Anderson	1.25	.98

JOCHO

	Was	Now
Louise Andrae	\$2.50	\$.39

Mechanical Toys

STEAM ENGINE—Runs forever.

	Was	Now
Prof. Elzinga	\$3.50	\$2.98

BRILLIANT RED TOPS

	Was	Now
Lucy Long, Ruth Oliver, Frank Riess. Each	\$.75	\$.13

HORNS AND MOUTH ORGANS—

Superlative toys when you want a big noise.

Earl Condie, Earl Anderson, Vernon Cooper. Three for

\$.25

Games

TENNIS SETS—Mostly love.

Sverdrup & Hust, Ecklor & Carter

Was \$2.50

Now \$.13

PUZZLES—Afford hours of pleasant amusement.

	Was	Now
Anderson & Fenton	\$.15	\$.09
Carter & McKinnon	.15	.09

FINE ASSORTMENT OF CHEAP SKATES.

Range in price

\$.05 to \$.30

You can tell them by their shoe shine.

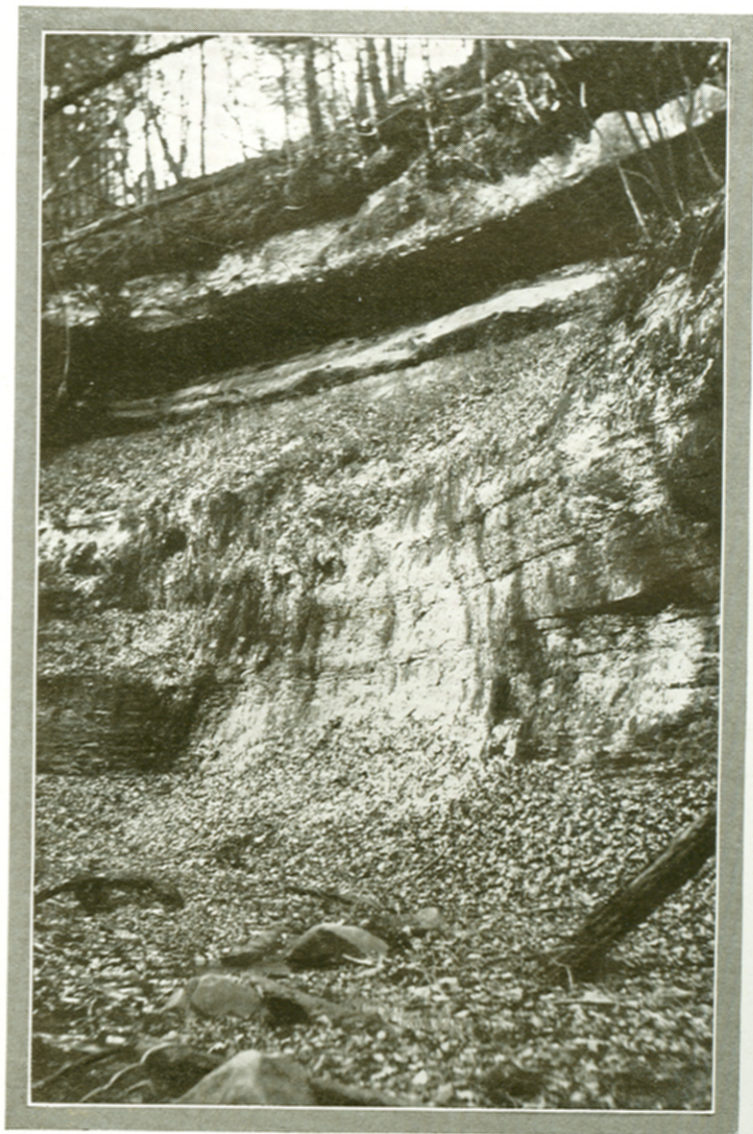


JUST

GIRLS

SMALL

AND
LARGE



EFFICIENCY



GREAT deal is being said and written of late in regard to efficiency as related to almost every possible subject from the laying of bricks, to the management of a trust. In the bricklaying trade it has been found that five movements, instead of eighteen, as formerly, will take a brick from the pile and make it a part of the finished wall.

Our captains of industry are remarkable living examples of the state of efficiency to which men may bring themselves by continuous, intelligent effort, and in other countless fields we may see to what an extent efficiency is being made the watchword of success and progress. We are beginning now to ask not only what can an individual do, but how efficiently can he do it?

In order to get a better understanding of the actual meaning of the word we may consider briefly the definition of the word in a mechanical sense. A machine is usually rated in terms of its capacity for doing work of a given nature, as for example a motor is said to be a ten horsepower motor if it can do work equivalent to raising ten times 550 foot pounds per second, or a sewing machine may be rated according to its capacity for producing a seam of a given length in a given space of time. In order to determine the efficiency of either machine, we must know the amount of energy necessary to run it, as well as the amount of work produced. Thus in the motor it may be found that energy equal to fifteen horsepower is being delivered to it while only ten horsepower is obtained in work done. This would mean that in the transformation from electrical energy to mechanical power there has been a loss of one-third, or, in other words, the motor would deliver only two-thirds of the energy put into it, making its mechanical efficiency $66\frac{2}{3}$ per cent.

Using the above as a basis for an understanding of the word in its broader sense, we may possibly see in it a new significance in at least one respect, viz: that the efficient man must not only be able to do work of high quality, but he must do it with a minimum amount of time, energy, and wear and tear on tools and materials.

In the application of these principles to the teaching problem the first step is naturally that of developing a high grade of efficiency on the part of the teacher. Efficiency for the shop teacher would mean a thorough "preparedness" as to knowledge of subject matter, skill and speed in presentation and demonstration, knowledge of what principles and processes in the subject will make proper teaching material, and the ability to interest and inspire the members of a class to put forth their best efforts.

The next step should embrace the working out of what might be termed the business phase of the problem. The considerations here would be the systematizing of all matters relating to the ordering, checking, and storing of materials, the proper division of labor among the members of the class in caring for the shop and the shop equipment, and general matters of shop management.

Finally, the shop itself should be so arranged and equipped that efficient work,—work of maximum quantity and quality, done with a minimum of time and effort—can be done in it.

Given the three foregoing conditions—the efficient teacher, the efficient system and the efficiently equipped shop, we are in a position to demonstrate efficient methods to our pupils, and as in almost all other lines there is no surer way of making a pupil efficient than to educate him in an atmosphere of efficiency.

At the present time there are being conducted at the Stout Institute, efficiency tests in various classes of the manual training department, the object of these tests being to determine the increase in the efficiency of a student through repeating a certain exercise a given number of times.

This is only one of many ways in which an efficiency test may be made. Perhaps the best test of the efficiency of Stout students is made after graduation. Up to date the record of graduates shows an efficiency rating that we, as loyal alumni, may well be proud of. May we all unite in raising the standard still higher and higher, that Stout may continue to be known far and wide as the school which turns out men and women who can make good, because they have received an “efficiency” training in a school which has as its standard 100 per cent efficiency.

Louis F. Olson, '06, Menomonie, Wis.

INDUSTRIALIZED EDUCATION



EDUCATION has always followed great human interests. Whether we consider it at the time when the Spartan youth studied the science of self defense or in the present as the American youth stands at his bench seeking out the mysteries of the chisel and the plane, a forceful human interest stands behind the educational plan, and, back of this interest, lies a human need.

History proves this dependence of educational systems upon popular interests. From the early classical courses adopted from England and originated for the clergy and men of letters, there was a decided departure when popular demand drove the colleges into preparing for the professions. A little later in history the introduction of steam and electric power turned public attention



toward engineering and machine construction. The colleges again felt the influence of popular interest and rearranged their courses. At present there is a popular demand for skilled hands to operate these machines, which is again effecting our educational plan. The elementary schools felt it first.

Until the present, the American tariff-protected manufacturer took but little account of the foreign market and, consequently, did not feel the European competition. Now, he must not only own the best equipment and be guided by the best technical skill, but he must have his machines run by skilled hands equal to those in any other country. We are after China's trade just now. May our victory be complete. These trade conquests at home and abroad are back of our vocational education movement. They stand for a wide human interest.

Industrialized education is, therefore, not a fad. It was not a discovery nor an invention. It was a great public need that had grown naturally from our industrial surroundings. As our agricultural development has demanded new systems of education for those whose interests lie in that direction, so our manufacturing interests are now demanding a special training for the hand that pulls the lever or grasps the sledge.

E. H. Harlacher, '08, Eau Claire, Wis.

HISTORY OF THE WISCONSIN SCHOOL ARTS AND HOME ECONOMICS ASSOCIATION



HIS organization came into existence as a branch of the Wisconsin State Teachers' Association, Nov. 5, 1909. For some years previous to this date, sections had been maintained by the general State Teachers' Association, in which Manual Training, Domestic Science, and Art problems were discussed. The meetings of these sections, sometimes separate, and sometimes combined into one when attendance was likely to be small, were held once a year at the Milwaukee convention, under a chairman appointed in the usual way by the President of the State Teachers' Association.

This rather loose organization was the only kind possible at first, but as attendance increased, and as the Manual Arts subjects were more generally introduced throughout the State, the lack of uniformity which characterizes any new and untried work made it necessary that a well-organized society be formed by which more could be done for the betterment of courses, methods, and general conditions throughout the State.

It was believed that such a society should meet twice a year instead of once, and elect its own officers from year to year.

Accordingly, a systematic agitation of the proposed plan was commenced at the close of the Milwaukee convention in Nov. 1908, with the result that

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precisely one year later the three sections met in joint session, and organized the Wisconsin School Arts and Home Economics Association, adopted a constitution, elected officers and an Executive Committee, and arranged to hold two meetings a year; one at Milwaukee in connection with the General Association, and one in the spring at some other Wisconsin city, determined upon at the November meeting.


The first spring meeting was held in Madison, April 29 and 30, 1910, with a paid membership of seventy-eight. Since that time the organization has made rapid progress, and promises to be one of the best of its kind.

The prominent features of this branch association may be summed up as follows:

1. The election of its own officers from year to year.
2. The holding of one meeting each year in addition to, and separate from, the meeting of the Wisconsin State Teachers' Association.
3. A large exhibit in each of its departments at this additional meeting, of work from all parts of the State.
4. An additional membership fee of one dollar per year for each member, which keeps the branch association on a firm financial footing.
5. The appointment of committees on courses of study, the members of these committees traveling at their own expense, and meeting several times each year in the interests of the Association.
6. A promotion of sociability, good-fellowship, and professional spirit among its members, and a raising of standards of efficiency.

Newton Van Dalsun, '08, Neenah, Wisconsin.

FROM THE FAR WEST

N response to your request for a few lines to the Stout Annual, I thought I might write concerning a few of my impressions of the "far West."

I was anxious to try my fortune in the "land of promise," and see for myself the country that I had heard so much about. I have had my curiosity gratified in many ways. Money and golden opportunities to make money are not thrust upon you any more than in Wisconsin. People have to work for a living and spend the usual number of hours in doing it. The enervating climate has not lessened the demands upon school teachers or decreased the void in man's stomach that seems to be the province of the Domestic Science teacher to fill.

Most of the inhabitants of Olympia consist of old settlers and those holding state positions. Many families have lived here forty or fifty years, making it very different from the average western town that has grown up in a year or so.



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The people are very loyal to their city and they have splendid reasons for being so. Mt. Rainier to the east, the Olympics and Puget Sound to the north, and the Black Hills to the west, provide a most entrancing view, especially on the days when they can be seen.

No two people ever agree as to the climate of Western Washington. That there is a "rainy season," is a settled fact, but when it begins and when it ends is quite another matter. This year it commenced to rain the last of October and rained five days out of seven and sometimes seven days out of seven until March 1st. Since that time fogs have not been as frequent as before, the sun appears at intervals and sometimes shines for three or four days. The moss grows on the trees, houses and everywhere except on the backs of the people. One of the churches in town is to have a meeting soon to clear the moss off the roof of the church in readiness for a convention to be held next month in the aforesaid building. Needless to say, this enterprise is backed by the pastor who is an "Easterner."

In the summer there is no thunder, no lightning and no rain. The dust just accumulates, the moss hibernates, and the people make the best of it 'til it rains in the fall. A rainy Sunday brings an unusually large attendance at church. Rain never interferes with any social function. It only takes rain to make the people happy.

The population of the city is a mixed one, made up of Chinese, Japanese, Indians, Mexicans, the adventurers from Alaska, and the ordinary American citizens. The Chinaman with his baskets of green vegetables hung from either end of a long pole which rests on his neck, is a unique and interesting sight often to be met upon the streets. The Chinese make splendid cooks and housekeepers and are employed in the best families of the city.

All the states in the Union seem to be represented in this western country. Usually the first question asked of the stranger is, "What state do you come from?" Not long ago one of the lodges of the city had a meeting at which its members organized themselves into groups according to their native states, and tried to settle the question as to which was the greatest state in the Union. At another meeting the members were asked to respond to the question, "Why did you come West?"

The Panama Canal is the live question of the day. A report that a steamship company was now selling tickets from New York to the Pacific coast via Panama Canal for ten dollars, has aroused profound concern. Immigration with all of its attending evils, seems soon to be a question for the West to settle rather than the East. There is an untold number of dead stumps and underbrush to be cleared off, but the foreigner is apt not to feel responsible for them and will flock to the cities instead of doing the work that the westerner feels was assigned to him by Providence. Conferences of governors and leading men of the western states have been held this winter, in an attempt to anticipate some of the great

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problems that will soon be upon them. These problems are being discussed before pupils in the High School and they are urged to be prepared to help solve them as they grow older.


It seems that with this question to be solved and the new republic of China so near to our doors, that much of the epoch making history of the future will be made in the states bordering on the Pacific Ocean.

Sincerely yours,

Jessie M. Pelton, '11, Olympia, Wash.



THE STANDARD GAUGED MAN

T has been but a little over one hundred years (1804) since the steam engine was first applied to railway operation. During its comparatively short but marvelous existence, and after passing through numerous stages of development, the railway locomotive has evolved into just three main classes, viz: The Narrow Gauge, the Monorail, and the Standard Gauge. Of course, as this is an age of specialization, special types may have grown up within each class; the different types belonging to a class, and the total number in the class depending to a large extent on the particular value of such a class to mankind.

Owing to the crudeness in their first stages of development, the first locomotives have been considered as belonging to the Narrow Gauged class. For some years this class of locomotive seemed to answer most of the requirements of civilization, but, civilization was passing through different stages of development very rapidly, and soon surpassed the capacity of the Narrow Gauged class of locomotive and demanded greater speeds, greater stability, greater tractive force, greater capacity for work, greater efficiency, and greater results. In order to meet this greater demand for better locomotives, the best qualities of the Narrow Gauged class were taken to form the nucleus around which the new Standard Gauged class has been developed. This new class of locomotive not only met all demands at that time, but has ever since kept well abreast of the times, often exceeding all requirements. True, it is, that this Narrow Gauged class has its place in the world today, and still has its kind of work to perform, but, as a class, it is significant only as it is merely one of many spokes in a secondary wheel of progress. The Narrow Gauged class of locomotive, although possibly prominent at one time, has proved itself to be a trailer on the road to progress, and was compelled to give the foremost places to a better class. Thus the position in civilization which the Narrow Gauged class occupied is now being filled by the Standard Gauged class, which, for the most part, constitutes the leading and driving wheels of progress.

Within the last ten years a new class of locomotive having practically all the mechanics, all the mathematics, all the science, and all the genius known to mankind at its disposal has sprung into existence, and is known as the Monorail class. While it is impossible to predict what this class may do in the future, it must be admitted that up to the present time at least it has given absolutely no practical aid in maintaining the speed of progress. It must also be admitted, however, that as yet it has in no way lessened the speed of progress; neither has it existed to the detriment of either of the two other classes.



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Man has been in existence for thousands of years, and, like the locomotive, has passed through a great many stages of development. From very near the beginning, however, mankind has been divided into these three classes, viz: The Narrow Gauged Man, the Monorail Man, and the Standard Gauged Man.

Unlike the locomotive, which, when once built remains the same, except as it becomes worn out through use, man has the opportunities for continual development during his whole life. It has often been said that a person's education is never a stable quantity, that it is always growing, either greater or less, depending upon the person. This same theorem may be applied to work: no one does just his exact share, everyone does more than his share, or else he does less than his share. We are all either leaders and pushers, or else we are trailers and laggards. It is easily seen from this that the different classes of mankind are made up of different types of men, and that every man will either rise to a higher type or sink to a lower one, and as it is with men, so it is with types and classes. And while it is not evident, it is true that the number of people belonging to any class is not in proportion to the real value of that class to civilization.

Of these three classes of mankind, the Narrow Gauged class contains by far the largest number of people, and naturally a greater variety of different types. The kind of people who compose these various types are for the most part those who have had few or no opportunities in life; who lack all appreciation of the opportunities which they may have had or might have; who have no ultimate aim or object in life; who have little or no ambition, enthusiasm, or enterprise; who have a low standard of living; who have little or no regard for worldly affairs; who, if acting from either, act from policy rather than from principle; who lack a thorough knowledge of business methods; who disregard small details; who claim "system" is nothing but "red tape;" who seek the easy jobs; who are always waiting for the noon and night whistles to blow; who are afraid that they might give their employer more value in labors than they receive in cash; who refuse to cooperate in any way unless it be to their own advantage; who are unwilling to assume responsibility; who are not to be depended upon; who are dishonest in small things as well as in large; who lack thrift; who never see good in anything, and are always finding flaws in everything; who are always ready with an excuse; who will not do this or that for any man; who will do this or that regardless of any man; who often or continually have a grouch; who always ascribe their lack of promotion to the other fellow's pull; who are expert swimmers in the winter and champion skaters in the summer; who hold a penny so close to their eyes that they can see nothing else.

As an almost direct opposite in many respects to the kind of people in the Narrow Gauged class are those who make up the Monorail class, which contains a comparatively small number of people. Every person belonging to this class has the advantages of wealth, which has afforded him opportunities for obtaining the best kind of an education, for securing the best positions, and in fact he has



at his command every earthly resource known to mankind. But in spite of the fact that the world has a right to expect much from the people of this class to whom much has been given, it often happens that instead of becoming the world's greatest benefactors, they often develop into the world's greatest parasites. They are continually applying the brakes to the wheels of progress, and are not only a detriment to civilization, but a curse to humanity.

In some respects the Standard Gauged class of people is a happy medium between the Narrow Gauged and Monorail classes, while in other respects it is on a plane infinitely higher than either of the other two. The people of the Narrow Gauged class, as a whole, have very limited means, and serve the world mostly as employees. The people of the Monorail class are nearly all independently rich through inheritance, and the world seems to be obliged to serve them, even though it has been benefitted in no way by their existence. The people constituting the Standard Gauged class are to be found in all honorable stations and conditions in life. They are people who have a very keen appreciation for every opportunity which befalls them; who are glad to begin at the bottom and climb; who are willing to labor and wait; who have an object in life; who have chosen their occupations or professions wisely; who have a thorough understanding of practical business methods; who have an ever increasing education; who are always ready to do more than their share; who put their best into their work regardless of what salary they receive; who spurn easy jobs; who have their employer's welfare at heart; who are always co-operating for the greatest good of everything and everybody; whose characters are beyond reproach; who live a growing life, mentally, morally, and physically; who are human power plants or living forces.

These are some of the qualities which the men possess who are really instrumental in doing good for both themselves and the world. "Impartial investigations have shown that almost invariably the secret of the rapid rise to responsibility and power of the world's successful men is in their willingness and readiness (with the accent on readiness) to accept responsibility. The career of almost any successful man shows that he had prepared himself long before for the crisis he might have to meet, for the problems he might have to solve; and had trained himself for work he would surely have to do if his opportunities came. This explains simply enough why it is that men whose names become widely known for successful achievement are found equal to the difficulties that arise—they are PREPARED!

While it is true that undue influence sometimes aids in the promotion of a man, only thoughtless men would ascribe advancement in general to "luck" or "pull." As a rule, the secret of success of most men in mechanical work, is that they are ready with knowledge and skill at the moment when these are demanded. The man picked for promotion is the man who says "I am ready," and not the man who says "I will soon get ready." No man can prepare him-



self for a position of real responsibility in a week, or a month, or even in a year. It requires years of ardent, earnest, and enthusiastic work to become prepared for the highest positions.

The teaching of any one or all of the many phases of Manual or Industrial Training and Domestic Science is one of the most honorable and noble callings of mankind. Every person who has attended The Stout Institute has evidently chosen a profession, and he then must have attained an ultimate aim and object in life. Let us hope then, that regardless of where they may go, all alumni of STOUT INSTITUTE will always be found classified in the STANDARD GAUGED class of people.

Victor E. Thompson, '04, Grand Rapids, Wis.

MANUAL TRAINING IN MONTCLAIR, N. J.



T has been a question just what to write about for my contribution to the Annual. With a field so rich as the vicinity of New York City affords, one is somewhat at a loss to know what would be of the greatest interest.

Montclair is a suburban town about thirty minutes ride from New York. The population naturally divides into two classes: the commuters, who daily go and come from the city across the Hudson, and the laboring class. This again subdivides into groups along the lines of nationality. The Italians, who work on the streets and general construction work, are rapidly increasing in numbers and present their own special problem. The colored, who serve as coachmen, chauffeurs and servants form a considerable part of the town. Aside from these are found a number of Swedes who are engaged in the building trades. With a community of this sort, where the different classes live in rather distinct sections, the manual training work is not identical for all schools, and can hardly be otherwise if it is to serve all.

My own work deals with the extremes of both groups, as I have charge of two shops in opposite sections of the town; one where sons of rich men predominate, the other where the majority of pupils are Italian or colored, and many of whom can only be taught through an interpreter.

The matter of securing greater efficiency has engaged my attention for considerable time. I have dealt with it in the following ways:

a. Arrangement of classroom. Everyone will find it comparatively easy to plan an ideal room, but as a rule one is required to work in a room anything but ideal. To plan an improvement in arrangement that will make for the greatest efficiency is no small task. Not only must it be easy to move a class in and out of the shop without delay, but more than that, each pupil should be able



to get general tools, stock, etc., without loss of time and with the least interference with his neighbors. The amount of time taken to begin the lesson and to clean up is not so much a matter to worry about as the time lost during a period because of a poor arrangement of the shop.

b. Unfinished work. Too often a room makes a bad impression upon pupils and others because there is no place where unfinished work can be kept. We are supplied with a sectional locker which was made by a local firm according to plans made by our director, Mr. Boone. This locker is built on the plan of the sectional bookcase, and can be arranged to suit almost any space. Each unit is provided with a lock and key, and is fitted with removable partitions which makes it possible to give the space to two, four, or eight pupils. Pieces of work too large for the locker are kept in a rack in one corner of the room.

c. Staining and glueing up stock are done at zinc covered tables which are easily kept clean. Stain is kept in wide-mouthed glass fruit jars provided with glass covers and clamping devices. Brushes are kept in tin cans provided with a tight-fitting cover. Glue is heated by electricity.

d. Many boys fail to get an idea of the work or its relationships, because they are not given a chance to find out all they should know. As an aid to clearness, etc., a reflectroscope has been found very helpful. Each school is provided with such a machine and so instead of going to the shop, or sometimes after school, boys will be taken to the room fitted up for the purpose for an illustrated talk on tools, wood, lumbering, etc. We can use half-tones taken from catalogues, books and periodicals, or drawings made by the teacher, with quite as much clearness and at much less expense than lantern slides.

e. Finally, we have been trying out a card catalogue record system whereby we hope to be able to keep an accurate record of each pupil and his work through the entire period of handwork. Such information as problems completed, time required, stock used, etc., will be available not only for that pupil's particular case, but for future use and reference.

Albert F. Siepert, '10, Montclair, N. J.

MANUAL TRAINING IN THE POCA TELLO SCHOOLS



ANNUAL Training in the Pocatello schools is becoming more popular each year. The boys are very enthusiastic over the work. The work is comparatively new as yet, having been introduced into the schools in the fall of 1909. It has made very rapid progress in the three years of its existence.

The work under the direction of the Manual Training Supervisor starts in the first grade and extends up through the High School. In the first four



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grades the work consists of Clay Modeling, Paper and Cardboard Construction, Basketry and Weaving. In the fifth grade the classes are divided; the girls taking up sewing, and the boys having bench work in the shop. Through the fifth, sixth, and seventh grades, with a few exceptions, the pupils make a regular course of models which are practical and useful around the home. In the eighth and ninth grades, Joinery and Cabinet Making are given, and some time is devoted to staining and finishing woods. For the tenth grade, a regular course is given in wood turning and some advanced work in Cabinet Making. Mechanical Drawing completes the course, being taught in the eleventh and twelfth grades.

The periods devoted to Manual Training, run as follows: The first and second grades, two thirty-minute periods a week; third and fourth grades, one sixty-minute period a week; fifth and sixth grades, one sixty-minute period a week; seventh, eighth, ninth, tenth, and eleventh grades, one ninety-minute period a week, and the twelfth grade, two ninety-minute periods a week. The higher grades do not have as much time as they ought to have, because of there being but one Manual Training center at the present time, and there are three grade schools besides the High School to be accommodated. More room will be available for this department next year, and we hope to be able to offer more courses than we can do at the present time, and to give the High School classes more time each week.

There are many disadvantages here in the West that the Eastern schools do not have and which they could not realize until placed in the same position. One of the greatest difficulties is to get suitable woods. The lumber companies say that it does not pay them to handle such material as is needed in cabinet making and wood turning. We were able this year to get some fine quarter-sawed white oak through one of the firms here at \$190.00 a thousand. It can readily be seen that to carry on an extensive course in cabinet making would be very expensive. The proposition of variety is not only in woods, but is also true in all material used in the Manual Training course. The most of our material and equipment is ordered from the East as we can get much better prices there than can be had in the western cities.

The western people are wide awake to the benefits of Manual Training, as well as to all other new educational lines. Despite the fact that the Manual Training course is an expensive one, it is recognized as being of such high educative value that it is enthusiastically supported.

Ernest E. Heuser, '10, Pocatello, Idaho.



MANUAL TRAINING ON THE PACIFIC COAST

I had always been under the impression that there was no state in the Union like Wisconsin, but since then I have experienced that Oregon is far superior in many ways. While attending Stout Institute I had often heard the following remark, "Seek your fortune in the West," so after considerable wrangling I finally decided to enter the teaching profession in Salem, the Cherry City. I am glad to say that I have found the conditions exactly as they had been pointed out to me, and I only hope that more of the young men and women graduating from The Stout Institute will see their way clear to accept positions in the land of the tall timber.

Manual Training and Domestic Science are practically new features of educational work on the coast and it will not be long before these two branches of educational effort will be recognized as the things which have been lacking in the public schools. Many towns in this state and neighboring states are beginning to see this situation and are already making preparations for the introduction of this work. This, of course, will mean the opening of a vast field for the graduates of technical schools and I sincerely hope that a large number of Stout graduates will make their first appearance in this profession along the coast.

Manual Training has been a part of the public school curriculum for the past three years and since then it has grown very rapidly. The work was first introduced into the grades and is now carried on extensively throughout the High School. The work in the grades is begun in the sixth and carried on through the eighth. In the grades, one hour and a half period per week is given for this work. In the High School the boys receive four double periods a week, which includes woodworking and mechanical drawing. I think in the near future the time in the grades will be extended from one double period to two or three double periods per week. Such a change will add very materially to the efficiency of the work and I am anxiously awaiting the day. Mr. Grant R. Bonell, Supervisor of the Manual Training work in Salem, has charge of the work in the High School.

What's the matter with Salem, she's all right!

Very respectfully,

Robert F. E. Schaefer, '11, Salem, Ore.



LETTER FROM SUSAN DAM

Susan Dam and I were graduated from Stout in 1910. That class was the best the school had ever graduated, and none has since come up to its standard. Anyone will tell you that, from Mrs. Nesser down to Mr. Harvey. I don't know which knew the more that June—Susan Dam or I. Susan Dam is a rag doll. I am not. But it is S. D. who keeps me from being one. She goes flying around the room and keeps my temper cooled down.

We were neither of us very old, we had had no experience, we had done no brilliant work, but we felt that we were entitled to an "A number one" position. We decided that if one position was good, two were better, so we took two in Chicago. One, in a private school, took half our time; the other, in a Bohemian settlement, took the rest. I equipped the kitchens and planned the work and Susan Dam gave the lectures. At any rate the students said the lectures were a Susan Dam sight harder than any they had ever had before.

However, the Chicago climate disagreed with Susan, so we gave up our work there and took a position in a hospital in Ashville, North Carolina. After a few months, Susan Dam had appendicitis and we gave up that work. Came up to Waterbury, Connecticut, to teach cooking and sewing to Italian girls in the Waterbury Industrial School. Susan and I believe in traveling. (Susan says to tell you that we each receive a hundred and fifty dollars a month besides our board and room and laundry.)

After all this experience we feel justified in giving a little advice to the ambitious seniors of 1912. (There is no charge for reading the rest of this letter.)

In answering applications from boards of education, do not be too hasty. Wait a week or ten days so that they will not think you are over anxious. If you must—wire! Send the message collect, or the board may think you extravagant. (S. D. says use all the words you can, that they may think you have a broad vocabulary.)

When asked to quote the lowest salary you would possibly consider multiply that sum by three, divide by two, and add your railroad fare and enough to cover Christmas gifts.—(Susan Dam says include a dollar and fifty cents for your Stout Annual.)

If asked what you are prepared to teach, simply recite the Stout Institute curriculum. Always have plenty of water ready after this reply, for most of the board will be quite overcome.

When accepted, always look slightly bored and murmur, "Of course several positions are open to me, but I will try yours." This never fails to make an impression.



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Try to forget that you are not the superintendent or dean of the school. This is the school's misfortune, and you must make it up to them by not only offering numerous suggestions, but by sticking to them until you get your way. Always remember that your way is the way, because you are a Stout graduate.

Invariably run down your predecessor's methods and training. She has probably taught for years and is perhaps twice your age, but she is not a Stout graduate.

Do not hesitate to reorganize the course. It has undoubtedly taken years to work it out, but never mind; you must show that you have originality and initiative yourself.

Do not allow yourself to be criticised or in any way corrected by your superiors. Remember they are superior in name only. Forget the criticism and go on in your old way. You can always say, "I am a graduate of The Stout Institute and I know all there is to know about this work." This has a wholesome effect and gives the school an interesting reputation. (S. D. says, but don't forget that innumerable benighted Southern and Eastern people have never heard of Stout Institute.)

After you are graduated, do not write back to the office unless you are asking a favor. Do not let the school know whether you succeed or fail. They will take it for granted that you are a brilliant success. Keep Mr. Harvey as much in the dark as possible about your work. Whenever you are ready to make a change, drop him a line and await results: (S. D. says, don't include stamps. Remember that Stout Institute will always be under heavy obligation to you for your two year's presence there.)

Susan says to tell you what Aunt Pinky said. Aunt Pinky was one of my cooks down South. One afternoon, head tied in a gay bandana, arms akimbo, she turned to me and said, "Lil' Miss, that thah Stout Extricate you allus talkin' 'bout, is a fine place sho' 'nuff—'spec's. But honey, I fried chicken foh you wuz bohn. You jis' fergit dat old school. Leave de messin' in de cookroom ter me. Chile, Ise jes' a plain niggah, but I sho' can cook. An' honey, dese yere pot-ovahs you tellin' 'bout—le's not have 'em foh suppah, caze,—caze biscuit's bettah! Run 'long honey." We had biscuits! So perhaps there are times when we should forget "Stout Extricate."

I have put Susan Dam under a pillow and now I can tell you the truth about teaching as I have found it. Teaching is good, solid, hard work. It is ten times as hard as the course at Stout. You are not only responsible for yourself, but for dozens of others. Sometimes your smallest efforts are over-appreciated and you are applauded until you gasp, and at other times, things on which you have spent hours of work are unobserved or perhaps so severely criticised you are ready to give up. But Oh! it is fun—simply loads of fun! For the people you work with and under and over, are all so awfully, awfully funny.

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I hear Susan Dam under the pillow crying, "Dont you know when to stop? Give them our motto and quit!" So here it is.

"Though I speak with the tongues of Mr. Harvey and of Mrs. Nesser and have not a sense of humor, I am become as sounding brass or a tinkling cymbal.

"And though I have the gift of lecturing and understand all cookery and all sewing; and though I have all faith so that I could make burned cake sweet and have not a sense of humor, I am nothing.

"And though I bestow all my salary to equip new kitchens and though I give all my time to the board of education and have not a sense of humor it profiteth me nothing.

"A sense of humor suffereth long and is kind; envieth not; vaunteth not itself; is not puffed up; beareth all things, believeth all things, hopeth all things, endureth all things.

"A sense of humor never faileth; but whether there be cookery, it shall fail; whether there be lectures, they shall cease; whether there be sewing, it shall vanish away.

"And now abideth cookery, sewing, a sense of humor, these three; but the greatest of these is a sense of humor."

Joy Hawley, '10, Waterbury, Conn.





THE EDITOR'S PAGE



WE are the heirs of our predecessors, previous Stout Annual Boards, and acknowledge our indebtedness to them. They have set a standard and have charged us to carry it to higher heights. We have striven to do our best. How far we have succeeded we leave you to judge.

To the members of the Class of 1912, we deliver this Annual as a result of our labors. We hope that it will serve to keep fresh the memories of the two years here. We have tried to carry out the trust you put in us.

We hand this year book of 1912 to all, conscious that it is not complete; knowing that it contains errors which were too late to rectify when we knew of them; feeling that we have failed in some things. If you believe that a perfect book can be made, take the first opportunity to join some staff of editors, then sit up night after night and you will be a wiser individual.

It gives me great pleasure to acknowledge the assistance we have received from those whose names are not on the Annual board. We are grateful to Ernest Larsen, Frank Reiss, and Miss Conmey for drawings. We are glad for the writings of Mr. Price, Mr. Hillix, Karen Fladoes, Mabel Jones and Walter Anderson. We appreciate the work of Miss Phillips in training the cast for the play and the spirit each one in the play manifested toward us and our work. We acknowledge the assistance from the Commercial Club in a financial way. We thank every one who helped us; we hold no grudge against those who fought us.

To my colleagues in this work, I wish to extend a hearty "Thank you." Our little organization worked well during the year. No one had all his "pet" ideas carried out, but each modified his plan of work so that it fitted well with that of the other. Much credit is due you for this and for the successful result you obtained.

THE EDITOR.





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